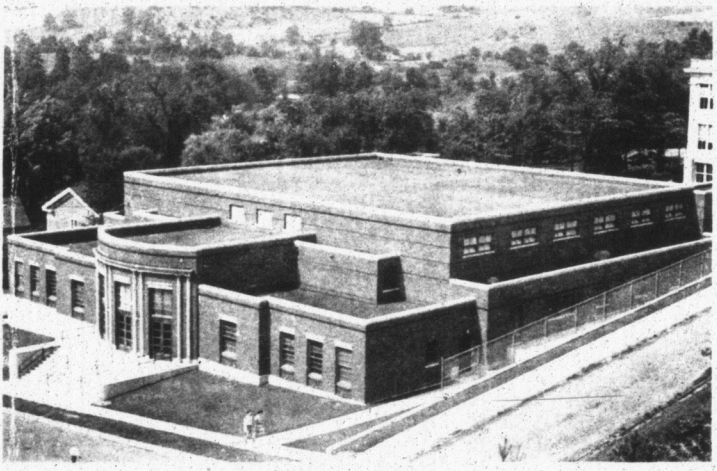
MANSFIELD



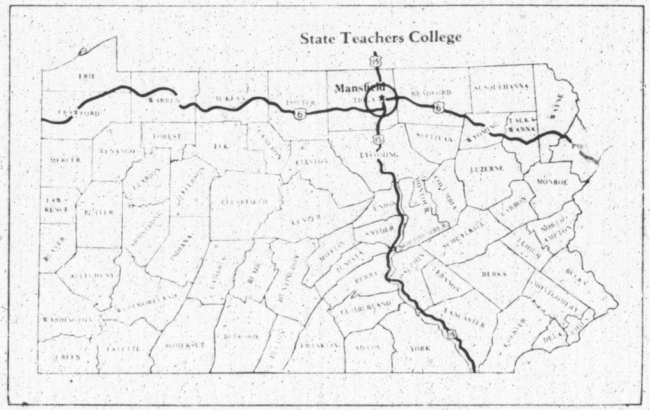
NEW GYM

STATE TEACHERS COLLEGE

Mansfield, Pennsylvania

General Catalog Number

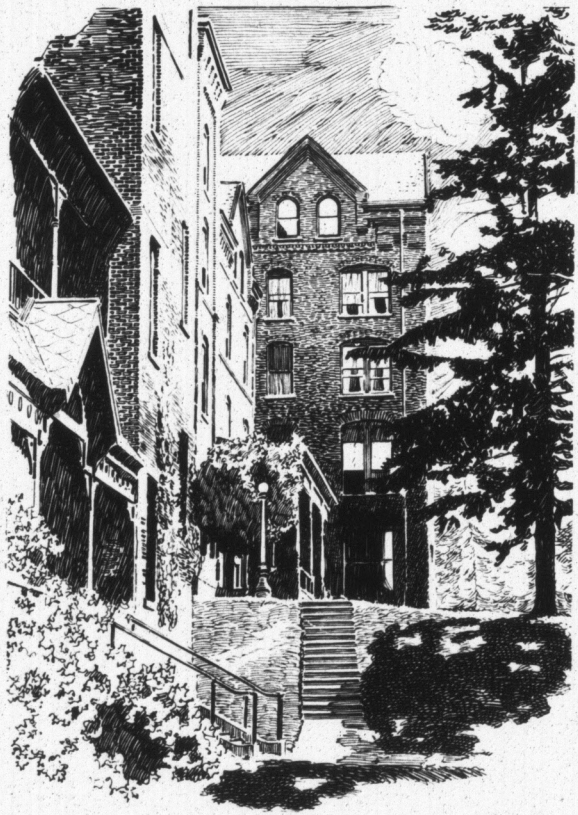
1946-1947



LOCATION OF MANSFIELD

Mansfield Borough is located in Tioga County, Pennsylvania approximately fifty miles north of Williamsport via Route 15 and thirty miles southwest of Elmira, New York, via Route 549. At this point, two main highways of Pennsylvania—Route 6, running east and west, and the aforementioned Route 15, running north and south—intersect, rendering Mansfield State Teachers College easily accessible by motor from all parts of the state.

There is no passenger train service to or from Mansfield; but there is adequate freight train service. Thus, if it is necessary, a student may send his baggage to the College by rail. In doing so, however, the student should be certain that such baggage is marked distinctly with his own name and "State Teachers College, Mansfield, Tioga County, Pennsylvania." He should be sure also that the baggage is shipped via Elmira, New York, and the Tioga Division of the Erie Railroad.



TALL WALLS

THE COLLEGE QUARTERLY

STATE TEACHERS COLLEGE
MANSFIELD, PENNSYLVANIA

Volume 51 FEBRUARY, 1946 Number 1

GENERAL CATALOG NUMBER

Eighty-Fourth Edition

1946-1947

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is
an accredited member
of
The Middle States Association
of Colleges and Secondary Schools
and
The American Association of Teachers Colleges

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COLLEGE CALENDAR

1946-1947

SUMMER SESSIONS

Pre-Summer Session Begins	Monday, June 3
Pre Summer Session Ends	Friday, June 21
Regular Summer Session Begins	Monday, June 24
Regular Summer Session Ends	Saturday, August 3
Post-Summer Session Begins	Monday, August 5
Post-Summer Session Ends	Friday, August 23

FIRST SEMESTER

Registration	Monday, September 9
Classes Begin	Tuesday, September 10
Thanksgiving Recess Begins	12 M., Wednesday, November 27
Thanksgiving Recess Ends	12 M., Monday, December 2
Christmas Recess Begins	12 M., Wednesday, December 18
Christmas Recess Ends	12 M., Thursday, January 2
Classes End	Saturday, January 18

SECOND SEMESTER

Registration	Monday, January 20
Classes Begin	Tuesday, January 21
Easter Recess Begins at close of classes	Saturday, March 29
Easter Recess Ends	12 M., Wednesday, April 9
Classes End	Friday, May 23
Alumni Day	Saturday, May 24
Baccalaureate Service	Sunday, May 25
Commencement Exercises	Monday, May 26

TABLE OF CONTENTS

	Page
Chart of Campus and Directory of Buildings	Inside Back Cover
College Calendar—1946-1947	2
Department of Public Instruction, Bureau of Teacher Education and Certification, State Council of Education, College Board of Trustees	4
Administrative Staff, Faculty, Health and Nutrition Staff, Business Staff, Maintenance Staff, Secretarial Staff	5
History	10
Grounds and Buildings—Descriptions	11
Requirements for Admission	14
The Instructional Program	16
Curricula	17
Fields of Specialization	21
Courses of Instruction	27
Student Activities Program	59
Special Services and Facilities	65
Fees, Deposits, and Repayments	67
Summary of Fees	72
Provisions for Student Aid	74
Information for Dormitory Students	76
Information for Off-campus Students	77
Certification of Teachers	78
The 1946 Summer Sessions	80
Saturday Classes on Campus	81
Extension Courses	81
Roster of Students Including Nurse Cadets	82
Index	94

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

FRANCIS B. HAAS, *Superintendent of Public Instruction*

BUREAU OF TEACHER EDUCATION AND CERTIFICATION

HENRY KLONOWER, *Director*
JOHN K. TRAYER, *Assistant Director*

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COLLEGE BOARD OF TRUSTEES

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Clarke W. Prindle, *Vice-Chairman*	Elkland
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FACULTY

Departments of Elementary and Secondary Education

DIVISION OF ART

S. MARJORIE MURPHEY, B.S., (Edinboro), Ed. M. (Pittsburgh), *Instructor in Art*

DIVISION OF EDUCATION AND PSYCHOLOGY

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DIVISION OF FOREIGN LANGUAGES

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DIVISION OF HEALTH AND PHYSICAL EDUCATION

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MARGARET R. MORRIS, A.B. (Iowa Teachers), M.A. (New York), *Instructor in Health and Physical Education*

DIVISION OF MATHEMATICS

S. MANFORD LLOYD, B.S. (Mansfield) M.A. (Columbia), *Instructor in Mathematics*

DIVISION OF SCIENCE

LEONARD K. BEYER, B.S. (Bethany, M.S. (Cornell), *Instructor in Biological Science*

ALBERT K. SUNDBERG, B.S. (Lock Haven), M.Ed. (Pennsylvania State), *Instructor in Chemistry*

DIVISION OF SOCIAL STUDIES

CYRIL L. STOUT, B.S. (Knox), Ph.M. (Wisconsin), Ph.D., (Peabody), *Instructor in Geography*

Department of Home Economics Education

LILLIAN E. BUCKINGHAM, B.S. (Pennsylvania State), M.S. (Cornell), *Instructor in Foods and Family Health*

MARYON FARRER, B.S. (Simmons), M.A. (Columbia), *Instructor in Foods and Nutrition*

FLO A. RAMSEY, B.S. (Lady of the Lake College), M.A. (Columbia), *Instructor in Clothing, Applied Design, and Consumer Education*

LILLA F. CORTRIGHT, B.S. (Buffalo), M.S. (Cornell) *Instructor in Home Management and Child Development*

ELIZABETH MORALES, B.S., M.A., (Columbia), *Instructor in Home Economics Education*

GRACE M. REIMARD, B.S. (Pennsylvania State), M.S. (Columbia), *Cooperative Senior High School Teacher*

Department of Music

CORA A. ATWATER, Mus. B. (Chicago Conservatory), *Instructor in Voice*

MARJORIE C. BROOKS, B.S. (New York), M.A. (Eastman), *Instructor in Music Theory, Music History, and Music Appreciation*

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MARY ALICE KOHLER, B.M., (Depauw), M.M. (Eastman), *Instructor in Violin*

AUSTIN LEDWITH, Certificate (Yale), Mus. B. (N. E. Conservatory), M.A. (Harvard).

Campus Elementary School

GEORGE A. RETAN, Pd.M. (Mansfield), B.F. (Pennsylvania State Forest School), Ph.D. (New York), *Director of Campus Schools*

MARGARETTA BONE, B.S. (Bloomsburg), Ed.M. (Pennsylvania State), *Supervisor of Kindergarten and Grade One*

MILDRED L. GIESECKE, B.S. (Ohio), M.A. (Columbia), *Supervisor of Grade One*

MILDRED L. GRIGSBY, B.S. (Bucknell), M.A. (Columbia), *Supervisor of Grade Six*

LORENE M. HABEGER, B.S. (Kansas Teachers), M. A. (Columbia), *Supervisor of Grade Two*

ENID L. HENDRICKS, B.Ed. (Bridgewater), M.Ed. (Boston University), *Supervisor of Grade Four*

DOROTHY HUTCHISON, B.S., M.S., (Pennsylvania), *Supervisor of Grade Four*

EDNA P. MARSH, B.S., M.A., (Columbia), *Supervisor of Grade Three*

BERTHA R. PALMER, B.S. (Bucknell), B.S. in Lib. Sc. (Millersville), *Librarian of Campus Schools*

CLARISSA A. RANDALL, B.S., M.A., (New York), *Supervisor of Music*

BLANCHE R. ROSS, B.S., M.A. (Columbia), *Supervisor of Grade Three*

HENRIETTE E. SERGE, B.S. (Hunter), M. A. (New York), *Supervisor of Grade Four*

ELIZABETH P. STALFORD, B.S. (Bucknell), M.A. (Columbia), *Supervisor of Grade Five*

L. MABEL UMSTOT, B.S. (Shepherd), M.Ed. (Duke), *Supervisor of Grade Two*

Campus Junior High School

JESSIE I. GRIGSBY, B.S., M.A. (New York), *Principal and Supervisor of Mathematics*

ELIZABETH S. ALLEN, B.S. (Mansfield) M.A. (Columbia), *Supervisor of English*

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MARGARET T. O'BRIEN, A.B. (Syracuse), M.A. (McGill), *Supervisor of Reading and Social Studies*

Mansfield Senior High School

WARREN L. MILLER, B.S. (Mansfield), M.S. (Bucknell), *Supervising Principal and Instructor in Physics*

THEODORE R. BESANCENEY, B.S. (Mansfield), *Instructor in Mathematics*

MARION GLECKLER, B.S. (Mansfield), M.A. (Syracuse), *Instructor in English*

†DORIS CHAIMBERLIN, B.S. (Bloomsburg), *Instructor in Commercial Subjects*

CHARLES H. HESS, B.S. (Pennsylvania State), *Instructor in Agriculture*

LEWIS HIGLEY, B.S. (Mansfield), *Instructor in Industrial Arts*

*W. FRANK LAUDENSLAGER, B.S. (Susquehanna), *Instructor in Commercial Subjects*

*C. MAX MILLIREN, B.S. (Mansfield), M.S. (Duke), *Instructor in History*

FAUSTINA B. HUGHES, B.A. (Pennsylvania State), M.A. (Pennsylvania), *Instructor in English, Latin, and Problems of Democracy*

GRACE REIMARD, B.S. (Pennsylvania State), M.S. (Columbia), *Instructor in Homemaking*

†HELEN STRAIT, A.B. (Wilson), *Instructor in History*

GLADYS YOUNG, B.S. (Mansfield), *Instructor in Science, French*

CHARLES STEWART, B.S. (Mansfield), *Instructor in Music*

†Substitute Teacher

•Leave of Absence

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EDYTHA KENNEY, R.N. (Clifton Springs), *Campus School Nurse*

AGATHA J. NELSON, B.S. (Minnesota), *Dietitian*

JOSEPH J. MOORE, M.D. (Pennsylvania), *College Physician*

CARMEN SHREY, R.N. (Williamsport Hospital), *College Nurse*

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IRENE LUKE, *Clerk in Campus Store*

VICTORIA H. THIEMANN, *Revenue Agent*

DOROTHY WHITNEY, *Account Clerk*

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ROSS W. SOPER, *Receiving Clerk*

A. H. VOSBURG, *Sperintendent of Grounds and Buildings*

SECRETARIAL STAFF

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HELEN V. BOWERS, *Secretary to the Dean of Instruction*

JEANETTE NORTON, *Secretary to the Director of Campus Schools*

LAURA C. REHBEIN, *Secretary to the Business Manager*

CYNTHIA SCHLAPPI, *Secretary to the Director of Home Economics*

THE COLLEGE

HISTORY

After some preliminary planning by prominent citizens beginning in 1854, the first building was erected and opened in 1858, under the name of the Mansfield Classical Seminary, with a registration of 105 students. Four months later, this building burned to the ground; but the resolute citizens suffered no delay in renewing building operations, with the result that South Hall was available for the formal opening of school on November 28, 1859.

From its beginning, the school labored under such serious financial difficulties that in 1862, at the request of the trustees, the Commonwealth of Pennsylvania took over the Classical Seminary, and it became the Normal School of the Fifth District.

In 1871 the first provision for student teaching was organized by Professor Fordyce A. Allen, then head of the Normal. At first, the elementary grades of the Mansfield Soldiers Orphans School were used for the purpose; but later, when the need for the Orphan school no longer existed in the district, the lower grades of the local public school were organized for teacher preparation.

A modern training school building was opened on the campus in 1914, and six years later, the junior high school was included in the organization. The new junior high school building, however, was not erected until 1926.

The State Council of Education at its meeting in June, 1926, authorized the State Normal School at Mansfield to confer the degree of Bachelor of Science in Education to graduates of courses in Elementary and Secondary Education. A year later, on May 13, 1927, a formal resolution authorized a change of name from the State Normal School at Mansfield to the State Teachers College at Mansfield and, subsequently, the power to grant degrees was extended to the special fields of Music and Homemaking.

GROUNDS AND BUILDINGS

Mansfield State Teachers College is situated in the heart of Pennsylvania's Northern Tier, a region of forested mountains and fertile valleys once known to an earlier people as "The Garden of the Six Nations." The campus, a plot of fifty acres, is fraught with natural beauty and man-made symmetry which provide an ideal setting at all times of the year.

The buildings, about twenty in number, are of brick and stone construction. All are modern, commodious, and well equipped. Among them are a new homemaking and music education building, a new elementary school building, and a new gymnasium building, which have extended and enhanced materially the facilities of the College.

SOUTH HALL, which stands on the site of the original Mansfield Classical Seminary, is the oldest and historically most interesting building on the campus. It houses the men's dormitory, the office of the dean of men, the Y.M.C.A. room, and fraternity, recreation, and music-practice rooms for men, together with the College Library, which occupies the ground floor.

NORTH HALL is a combined women's dormitory and administrative building. It contains living accommodations for women students; the offices of the president, the deans, and the business staff; the College Dining Room; the kitchens and the bakery; reception and conference rooms; the Campus Book and Supply Store; the Y.W.C.A. room; and the various assembly, recreation, and music-practice rooms for women.

THE INFIRMARY BUILDING, a student health center conveniently set apart from the dormitories, contains the offices of the College physician and the College nurse and rooms for the treatment of injury and illness. In connection with the infirmary there are isolation quarters for the care of any persons ill with contagious diseases who cannot be removed safely to their homes. A State Hospital is located in Blossburg, ten miles from Mansfield, where by special arrangement with the College serious medical or surgical cases receive immediate attention at low cost.

ALUMNI HALL, with its traditional Clock Tower, is an instruction and recitation building. One of the older structures on the campus, the building is distinguished not only for its academic usefulness, but also for its historical interest and significance.

THE ARTS BUILDING is a completely modern structure containing the latest equipment in the specialized fields of homemaking and music education. Included here are classrooms, laboratories, rehearsal rooms, conference rooms, administrative quarters, and various special facilities. Under the same roof, a living unit provides a model "home situation," in which groups of homemaking students with a resident instructor, live and work together as part of the course in home management.

THE SCIENCE BUILDING affords space for chemical, physical, and biological laboratories; a commodious lecture room; a dark room; and stock and supply rooms. Several of the science instructors maintain offices in this building.

THE EDUCATION CENTER, once known as the Model School, now houses the departments of Education, Psychology, Speech, Handwriting, and Mathematics and Psycho-educational Center.

THE COLLEGE LIBRARY consists of a large open-shelf circulation and reading room, a reference and reserve room, and adjoining storage and work rooms. The total number of volumes in the library is 25,000. Under liberal regulations all may be drawn from the library. There are also smaller libraries in the elementary school and junior high school buildings for the use of pupils and teachers in those schools.

THE ELEMENTARY SCHOOL BUILDING provides a laboratory situation for prospective teachers of rural and elementary schools, grades one to six inclusive. In this modern structure are to be found a full complement of well-equipped classrooms with observation booths; a beautiful library room; special music, fine arts, and industrial arts quarters; a large gymnasium-auditorium; departmental offices; and clinical facilities.

THE JUNIOR HIGH SCHOOL BUILDING has a similar plant for prospective teachers of grades seven, eight, and nine. Here too, are classrooms, laboratories, a library, a mechanical shop, a printing shop, a gymnasium, and departmental offices. The Mansfield Senior High School cooperates with the College in furnishing further opportunities for student observation and teaching.

STRAUGHN HALL, the College auditorium, is a fine, modern building with a seating capacity of 1,250. A three-manual Austin organ is installed in this building, which also is equipped with sound-motion picture apparatus and with stage and lighting facilities adequate for dramatic productions.

THE GYMNASIUM BUILDING furnishes excellent facilities in the field of physical education. Here provisions have been made for a large double playing floor, with ample room for men's and women's sports to be carried on simultaneously. Locker and shower rooms, offices for the directors of the department, and other facilities which contribute to a full physical education and athletic program also are provided.

THE SWIMMING POOL, occupying a building of its own, makes possible the enjoyment of one of the most popular and beneficial of all sports the year around.

THE STUDENT CENTER, formerly the old gymnasium building, is a newly-created recreational and social center. Here may be found a large room suitable for informal dances, parties, and games. The offices of the Carontawan and the Flashlight, student publications, also are in this building.

THE PRESIDENT'S HOME is an imposing residence which harmonizes admirably with the buildings of the College proper and contributes much to the beauty and dignity of the campus as a whole.

SMYTHE PARK is a tree-lined inclosure of thirty acres apart from the campus, where the athletic contests of the College are held.

REQUIREMENTS FOR ADMISSION

SUMMARY OF GENERAL REQUIREMENTS FOR ADMISSION TO PENNSYLVANIA STATE TEACHERS COLLEGES

1. **General scholarship, as evidenced by graduation from an approved four-year secondary school or institution of equivalent grade, as determined by the Credentials Division of the Department of Public Instruction.***

2. **A ranking in the upper half of the class at graduation.** Candidates for admission who lack this second requirement will be required to present further evidence of fitness for admission, as prescribed in the special requirements for admission.

3. **Integrity and appropriate personality,** as indicated in an estimate by secondary school officials of the candidate's trustworthiness, honesty, truthfulness, initiative, industry, social adaptability, personal appearance and sympathy.

4. **Health, physical vigor, emotional stability, and absence of physical defects or predispositions toward ill health,** in their relationship to the demands customarily made on a teacher, as determined by a medical examination at the college. Specific standards are set up in the special requirements for admission.

5. **Normal intelligence and satisfactory command of English,** as evidenced by rating in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

6. **A personal interview,** with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

SPECIAL REQUIREMENTS FOR ADMISSION TO MANSFIELD STATE TEACHERS COLLEGE

1. **Graduation from an approved four-year secondary school.**
2. **Secondary school record and statement of ranking in class.**
3. **Character rating.**
4. **Personal record.**
5. **Medical and physical record.**
6. **Personal interview.**
7. **Aptitude test.†**

The necessary admission forms will be furnished by the College on request.

*During the present emergency, students may be admitted to the College on completion of all but the last-year of a standard secondary school course.

†The aptitude test is required only of those applicants who are rated in the lower half of their secondary school class. Students will be notified when the test is to be given.

SPECIAL REQUIREMENTS FOR ADMISSION TO THE HOMEMAKING EDUCATION CURRICULUM

1. Completion of standard secondary school courses in Chemistry and Physics. A student who has not had this work may make up this deficiency on the campus.

SPECIAL REQUIREMENTS FOR ADMISSION TO THE MUSIC EDUCATION CURRICULUM

1. The possession of an acceptable singing voice.

2. The ability to sing at sight, and with a fair degree of accuracy of intonation, melodies of the degree of difficulty of simple folk or hymn tunes.

3. The ability to play piano music of the degree of difficulty of the first book of any standard graded course of piano instruction, including equal facility in reading from both treble and bass staves; or sufficient ability on a band or orchestral instrument and in band or orchestral technique to indicate capability to transfer this musical training to the piano.

4. The ability to pass an examination on the following rudiments of music: intervals, scales, key-signatures.

All applicants for admission must interview the Director of Music Education concerning the aforementioned requirements before their applications can be approved finally.

ADVANCED STANDING

1. Transfer students meet the same requirements as other applicants, and will not be accepted without certificates of honorable dismissal.

2. Credit will be given for acceptable courses pursued in accredited collegiate institutions provided that the grade is one grade above the lowest passing grade.

3. No student may obtain a certificate or a degree without a minimum resident of one year in this college.

4. Degree candidates desiring to pursue any part of their approved program of studies for the degree at another institution will be required to secure, in advance, approval from the Dean of Instruction.

5. All degree candidates must file applications with the Registrar at the beginning of the semester in which the degree is expected to be obtained.

THE INSTRUCTIONAL PROGRAM

CURRICULA OFFERED AT MANSFIELD

1. **Four Year Elementary Education Curriculum.**

Students desiring to qualify for the degree of Bachelor of Science in Education are required to complete satisfactorily the basic four-year Elementary Education curriculum and twelve semester hours of electives selected from the following list.

	C.H.	S.H.
Child Adjustment	3	3
Diagnostic and Remedial Instruction in Reading	3	2
Mental Hygiene	3	3
Safety Education	2	2
Special Education	3	3
Teaching of Arithmetic	3	2
Handicrafts	4	3
General Homemaking I	3	3
General Homemaking II	3	3

Approved courses in academic fields and special curricula

A special Elementary Education bulletin will be sent by the College on request to persons interested.

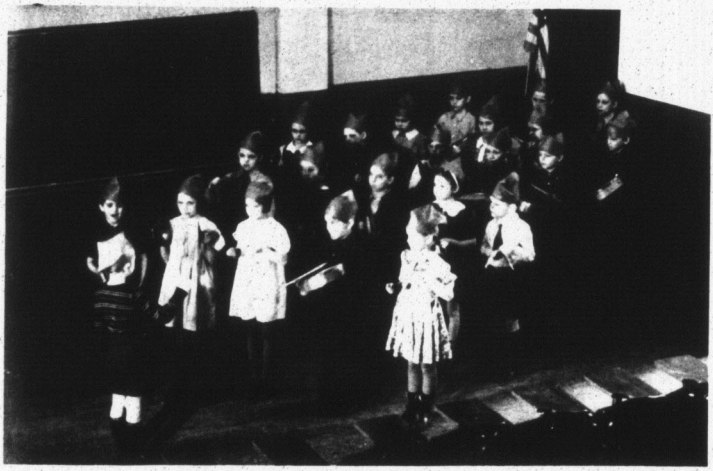
2. **The Four-Year Secondary Education Curriculum** provides four years of pre-service preparation in Secondary Education and leads to the degree of Bachelor of Science in Education, entitling the holder to teach in Junior and Senior High Schools those subjects in which he has specialized, including grades seven and eight when organized on a secondary basis in a 6-3-3 school.

3. **The Four-Year Homemaking Education Curriculum** provides four years of pre-service preparation in the specialized field of Homemaking Education and carries with it the degree of Bachelor of Science in Homemaking Education, entitling the holder to teach and supervise vocational homemaking and generally a secondary subject.

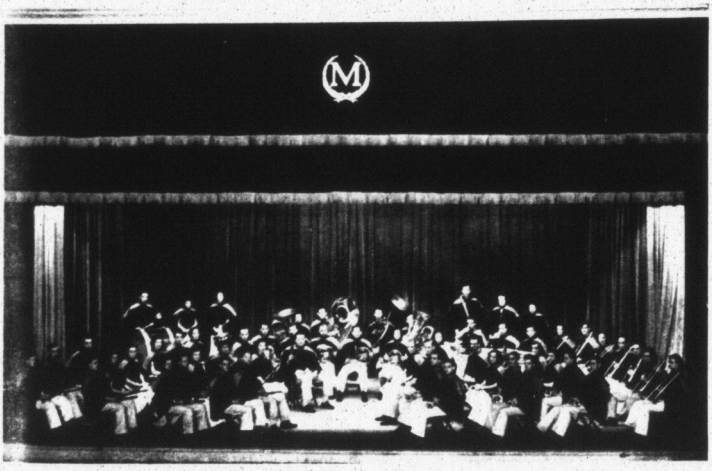
A special Secondary Education bulletin will be sent by the College on request to persons interested.

4. **The Four Year Music Education Curriculum** affords four years of pre-service preparation in the specialized field of Music Education and leads to the degree of Bachelor of Science in Public School Music, entitling the holder to teach and supervise public school music and generally a secondary subject.

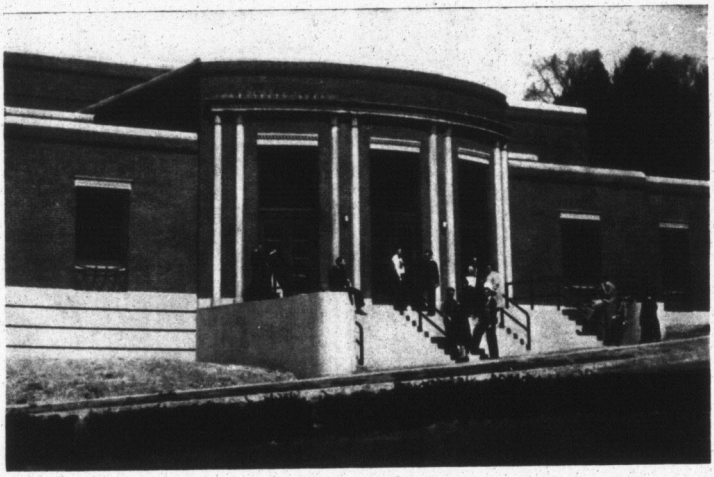
A special Music Education bulletin will be sent by the College on request to persons interested.



MUSIC IN MINIATURE



WHEN THE BAND PLAYS



LOLLING AT GYM

BOWLERS

ELEMENTARY EDUCATION CURRICULUM

B. S. IN EDUCATION

Sequence of Courses Subject to Change for Administrative Purposes

First Semester

	CH.	S.H
Orientation	2	1
English I	3	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Place & Purpose of Ed., or Principles of Geography	2	2
Appreciation of Music	3	2
Health Education I	1	½
Physical Education I	2	½
	20	15

Second Semester

English II	3	3
Principles of Geography	3	3
Biological Science II	4	3
History of Civilization	4	4
Appreciation of Art	3	2
Health Education II	1	½
Physical Education II	2	½
	20	16

Third Semester

Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Health Education III	1	½
Physical Education III	2	½
Elective	3	3
	19	16

Fourth Semester

Literature II	3	3
Principles of Sociology	3	3
Educational Psychology	3	3
Physical Science II	4	3
Health Education IV	1	½
Physical Education IV	2	½
Elective	4	4
	20	17

Fifth Semester

	C.H.	S.H
U. S. History before 1865	3	3
Teaching of Reading	3	3
*Music I	4	2
*Art I	4	2
Curric. in Arithmetic	2	2
School Law	1	1
Health Education V	1	½
Physical Education V	2	½
Elective	3	3
	23	17

Sixth Semester

History of Pa.	2	2
Teaching of English	4	3
Music II	3	2
Art II	3	2
U. S. History since 1865	3	3
Curric, Materials, Etc.	4	3
Health Education VI	1	½
Physical Education VI	2	½
	22	16

Seventh Semester

Ed. Measurements	2	2
Curric. in Ele. Science	4	3
Children's Literature	3	3
Evolution of the School	2	2
Student Teaching	9	6
	20	16

Eighth Semester

Visual Education	2	1
Ethics	3	3
American Government	3	3
Student Teaching	9	6
Electives	2	2
	19	15

*Preliminary non-credit courses in Art and Music will be arranged for students unprepared to carry Art or Music I without further instruction.

Total—128 Semester Hours

SECONDARY EDUCATION CURRICULUM

B. S. IN EDUCATION

Sequence of Courses Subject to Change for Administrative Purposes

First Semester	C.H.	S.H
Orientation	2	1
English I	3	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Place & Purpose of Ed.	2	2
Appreciation of Music	3	2
Health Education I	1	½
Physical Education I	2	½
	20	15

Second Semester		
English II	3	3
Principles of Geography	3	3
Biological Science II	4	3
History of Civilization	4	4
Appreciation of Art	3	2
Health Education II	1	½
Physical Education II	2	½
	20	16

Third Semester		
Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Health Education III	1	½
Physical Education III	2	½
Elective	3	3
	19	16

Fourth Semester		
Literature II	3	3
Principles of Sociology	3	3
Educational Psychology	3	3
Physical Science	4	3
Health Education IV	1	½
Physical Education IV	2	½
Elective	4	4
	20	17

Fifth Semester		
American Government	3	3
Ed. Measurements	2	2
School Law	1	1
Health Education V	1	½
U. S. History inc. History of Penna.	3	3
Elective	7/10	7/10
	19	17

Sixth Semester		
Problems of Sec. Ed.	2	2
Curric. Materials, Etc.	4	3
Health Education VI	1	½
Physical Education VI	2	½
Elective	10 7/10 7	
	19	16

Seventh Semester		
Evolution of the School	2	2
Ethics	3	3
Visual Education	2	1
Student Teaching	9	6
Elective	3	3
	19	15

Eighth Semester		
Student Teaching	9	6
Elective	10	10
	19	16

Total—128 Semester Hours

The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies. The electives in the last two years shall be selected with reference to the field of service for which the prospective teacher is preparing.

HOME ECONOMICS EDUCATION CURRICULUM

B. S. IN HOME ECONOMICS EDUCATION

Sequence of Courses Subject to Change for Administrative Purposes

First Semester

	C.H.	S.H.
Orientation	2	1
English I	3	3
Homemaking Ed. I	2	1
Principles of Design I	4	3
Clothing I	6	3
Textiles	3	2
Biology I	4	3
Health Education I	1	½
Physical Education I	2	½
	27	17

Second Semester

English II	3	3
Chemistry I	6	4
Principles of Design II	3	2
Biology II	4	3
Foods I	7	3
Health Education II	1	½
Physical Education II	2	½
	26	16

Third Semester

Place & Purpose of Ed.	2	2
Chemistry II	6	4
Clothing II	4	2
Foods II	7	3
General Psychology	3	3
American Government	3	3
Health Education II	1	½
~~Health Education II~~ Physical Education II	2	½
	28	18

Fourth Semester

Consumer Education	3	3
Home Management I	5	4
Literature II	3	3
Educational Psychology	3	3
Health Education IV	1	½
Physical Education IV	2	½
	17	14

Fifth Semester

	C.H.	S.H.
School Lunch	5	3
Home Management III	9	3
Nutrition	4	3
Principles of Economics	3	3
Family Health	3	2
Homemaking Ed. II	3	3
Health Education V	1	½
Physical Education V	2	½
	30	18

Sixth Semester

Student Teaching	5	3
Applied Design I	3	2
Home Management II	3	3
Health Education VI	1	½
Physical Education VI	2	½
Elective	6	6
	20	15

Seventh Semester

Homemaking Ed. III	2	2
Child Development	7	4
Applied Design	4	3
Visual Education	2	1
U. S. History Inc. History of Penna.	3	3
Elective	3	3
	21	16

Eighth Semester

Family Relationships	2	2
Student Teaching	9	5
Appreciation of Music	3	2
Principles of Sociology	3	3
Clothing III	4	2
	21	14

Total—128 Semester Hours

MUSIC EDUCATION CURRICULUM

B. S. IN PUBLIC SCHOOL MUSIC

Sequence of Courses Subject to Change for Administrative Purposes

First Semester	C.H.	S.H
Orientation	2	1
English I	3	3
Place & Purpose of Ed.	2	2
Harmony I	3	3
Solfeggio I	3	2
Ear Training I	3	2
Health Education I	1	½
Physical Education	2	½
Practicum	9	3
	28	17

Second Semester		
English II	3	3
Fundamentals of Speech	3	3
Harmony II	3	3
Solfeggio II	3	2
Ear Training II	3	2
Health Education II	1	½
Physical Education II	2	½
Practicum	9	3
	27	17

Third Semester		
Appreciation of Art	3	2
History of Civilization	4	4
Harmony IV	2	2
Solfeggio III	3	2
Ear Training III	3	2
Eurythmics I	2	1
Health Education III	1	½
Physical Education III	2	½
Practicum	9	3
	29	17

Fourth Semester		
Literature I, or II	3	3
Harmony III	2	2
Elements of Conducting	2	2
Methods & Materials I	4	3
Eurythmics II	2	1
Health Education IV	1	½
*Visual Education	2	1
Physical Education IV	2	½
Practicum	9	3
	25	15

Fifth Semester		
General Psychology	3	3
Choral Conducting	3	3
Harmony V	2	2
History & Appre. I	3	3
Methods & Materials II	4	3
Health Education V	1	½
Physical Education V	2	½
Practicum	9	3
	27	18

Sixth Semester		
Educational Psychology	3	3
Harmony VI	2	2
Instrumental Conduct.	3	3
History and Apprec. II	3	3
Methods & Materials III	4	3
Health Education VI	1	½
Physical Education VI	2	½
Practicum	6	2
	24	17

Seventh Semester		
Physical Science I	4	3
Student Teaching I	8	6
U. S. History Inc. History of Penna.	3	3
Practicum	6	2
	21	14

Eighth Semester		
Ed. Measurements	2	2
American Government	3	3
Student Teaching II	7	6
Practicum	6	2
	18	13

Total—128 Semester Hours

*May be used as an elective, since this course is required for the conversion of a provisional to a permanent college certificate.

FIELDS OF SPECIALIZATION IN THE ELEMENTARY EDUCATION CURRICULUM

Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (grades 1-6 or 1-8) are required to complete satisfactorily the basic four-year Elementary Education curriculum and meet the following specific requirements for the field of specialization desired:

Early Childhood Education

	C.H.	S.H.
Early Childhood Education	3	3
Curriculum Materials, Selection, and Adaptation for early childhood grades	4	3
*Student teaching in grades below grade four	18	12
	25	18

*Three of the twelve semester hours required may be observation and participation on other age levels of the elementary field.

Intermediate Education

	C.H.	S.H.
Teaching of American History and Government	3	3
Curriculum Materials, Selection, and Adaptation for intermediate grades	4	3
*Student teaching in intermediate grades	18	12
	25	18

*Three of the twelve semester hours required may be observation and participation on other age levels of the elementary field.

Rural Education

	C.H.	S.H.
Rural School Problems	3	3
Curriculum Materials, Selection, and Adaptation for rural schools or in grades 1-6 or 1-8 under conditions approximating those in rural schools	4	3
*Student teaching under rural school conditions	18	12
	25	18

*Three of the twelve semester hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

FIELDS OF SPECIALIZATION IN THE SECONDARY EDUCATION, THE HOMEMAKING EDUCATION, AND THE MUSIC EDUCATION CURRICULA

1. The student following the Secondary Education Curriculum is required to complete one field of at least 24 semester hours and at least one field of not fewer than 18 semester hours.

2. It is recommended that the student following the Home Economics Education Curriculum or the Music Education Curriculum should complete, besides his special field, at least one field of not fewer than 18 semester hours.

3. As early as possible in the student's academic career, he must demonstrate competence in the fields chosen before permission to complete requirements for certification may be granted.

BIOLOGY

Requirements

1. The student specializing in Biology shall take either General Botony I and II or General Zoology I and II in place of Biological Science I and II.

2. The student shall take Chemistry I and II in place of Physical Science I and II.

3. If Biology is the first field of specialization, the student shall complete all required courses and not fewer than 12 semester hours of elective courses. If Biology is the second field of specialization, the student shall complete all required courses and not fewer than six semester hours of elective courses.

Required Courses—12 Semester Hours

	C.H.	S.H.
General Botany I (Flowering Plants)	5	3
General Botany II (Non-flowering Plants)	5	3
General Zoology I (Invertebrates)	5	3
General Zoology II (Vertebrates)	5	3

Elective Courses—6-12 Semester Hours

	C.H.	S.H.
Anatomy (Comparative)	5	3
Entomology	5	3
Field Botany	5	3
Field Zoology	5	3
Ornithology	5	3
Psysiology	5	3

CHEMISTRY

Requirements

1. The student specializing in Chemistry shall take Physics I and II in place of Physical Science I and II.

2. If Chemistry is the first field of specialization, Biological Science I and II, or the equivalent number of semester hours in botany and zooology, are required.

Required Courses—18 Semester Hours

	C.H.	S.H.
Inorganic Chemistry I	5	4
Inorganic Chemistry II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
Organic Chemistry I	6	4

Elective Courses—6 Semester Hours

	C.H.	S.H.
Organic Chemistry II	5	3
Biological Chemistry	5	3
Chemistry of Foods and Nutrition	5	3

ENGLISH

Required Courses—18 Semester Hours

	C.H.	S.H.
English I	3	3
English II	3	3
Literature I	3	3
Literature II	3	3
English Philology	3	3
Advanced Composition	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
Shakespeare	3	3
Short Story	3	3
Modern Novel	3	3

World Literature	3	3
Contemporary Poetry	2	2
Victorian Prose and Poetry	3	3
Romantic Period	3	3
Essay	3	3
Modern Drama	2	2
19th Century Novel	3	3

FRENCH

Required Courses—18 Semester Hours

	C.H.	S.H.
Elementary French I	3	3
Elementary French II	3	3
19th Century French Prose and Poetry	3	3
Contemporary French Prose and Poetry	3	3
Outline Course in French Literature	3	3
17th Century French History and Literature Composition	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
French Novel	3	3
French Drama	3	3
Romantic Movements in French Literature	3	3
Realistic Movements in French Literature	3	3

GEOGRAPHY

Required Courses—18 Semester Hours

	C.H.	S.H.
Principles of Geography	3	3
Economic Geography	3	3
Geography of U. S. and Canada	3	3
Geography of Latin America	3	3
Geography of Europe	3	3
Geography of the Pacific Realm	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
Climatology and Meteorology	3	3
Psysiography	3	3
Conservation of Natural Resources	3	3

LATIN

Requirements

1. To elect Latin, a student must present three high school units of Latin.

Required Courses—18 Semester Hours

	C.H.	S.H.
Latin I, Ovid and Virgil	3	3
Latin II, Livy	3	3
Latin III, Cicero and Tacitus	3	3
Latin IV, Horace	3	3
Latin V, Plautus and Terence	3	3
Latin VI, Roman Civilization	3	3

MATHEMATICS

Requirements

1. To elect Mathematics, a student must present three high school units in Mathematics, of which Algebra and Plane Geometry must have been taken in the senior high school.

Required Courses—18 Semester Hours

	C.H.	S.H.
College Algebra I	3	3
College Trigonometry	3	3
Analytic Geometry	3	3
Calculus I	3	3
Calculus II	3	3
Statistics	3	3

Elective Courses—6 Semester Hours

	C.H.	S.H.
College Algebra II	3	3
History of Mathematics	3	3
Spherical Trigonometry and Navigation	3	3
Applied Mathemetics	3	3

PHYSICS

Requirements

1. The student specializing in Physics must demonstrate competence in mathematics adequate to carry courses in physics.

2. The student shall take Chemistry I and II in place of Physical Science I and II.

3. Biological Science I and II, or the equivalent number of semester hours in botany and zoology, will be required.

Required Courses—15 Semester Hours

	C.H.	S.H.
Physics I	6	4
Physics II	6	4
Mechanics	5	3
Electricity and Magnetism	6	4

Elective Courses—9 Semester Hours

Heat	5	3
Radio Communication	5	3
Modern Physics	5	3

SCIENCE (General)

Requirements

1. The student specializing in General Science shall complete not fewer than 30 semester hours of courses in science, including courses in chemistry, physics, botany, zoology, earth science, and mathematics.

SOCIAL STUDIES

Required Courses—19 Semester Hours

	C.H.	S.H.
History of Civilization	4	4
Ethics	3	3
American Government	3	3
Social and Industrial History of U. S.	3	3
Modern European History	3	3
Principles of Economics	3	3

Elective Courses—5 Semester Hours

Early European History	3	3
Latin American History	3	3
Comparative Government	3	3
History of England	3	3
History of the Far East	3	3
History of Pennsylvania	3	3
History of U. S., Including Pa., before 1865	3	3
History of U. S., Including Pa., after 1865	3	3
Introduction to Philosophy	3	3

SPANISH

Required Courses—18 Semester Hours

Elementary Spanish I	3	3
Elementary Spanish II	3	3
Intermediate Spanish I	3	3
Intermediate Spanish II	3	3
Introduction to Spanish Literature	3	3
Spanish Conversation	3	3

COURSES OF INSTRUCTION

GENERAL EDUCATION

(All required and elective courses available to students following the Elementary Education and the Secondary Education curricula; and certain required and all elective courses, common to the aforementioned curricula, are available to those following the Homemaking Education and the Music Education curricula.)

ART

Appreciation of Art aims to develop the knowledge and appreciation of art so essential to every well-prepared teacher. The chief periods in the history of art become centers of study. Outstanding masterpieces of architecture, sculpture, painting, and the minor arts are studied in relation to modern life and art. **Two Semester Hours.**

Art I is designed to give experience in handling various media, such as paper, cardboard, thin wood, clay, soap, metal, and weaving and basketry materials. It stimulates response to graphic, plastic, and constructed forms, so that there will be recognition and enjoyment of Art. In addition, it prepares the prospective teacher to instruct and to guide the child in his art expression. **Two Semester Hours.**

Art II aims to establish principles, to develop skills, and to give opportunities for creative expression and experience in handling the various media used in the public schools, such as pencil, crayon, water color, etc. It develops the necessary aesthetic judgments and techniques which enable the student to function successfully in realizing the aims of Art Education. **Two Semester Hours.**

Handicrafts is designed to give experience in crayon painting, stenciling, tie- and spray-dyeing, block printing, batiking, weaving, ceramics, leather and metal crafts, wood-carving, and mask-making. Emphasis is placed on the importance of fine design in all successful craft work. **Three Semester Hours.**

BIOLOGY

General Botany I (Flowering Plants) gives to the student an understanding of the structures and life processes of seed plants. Included is a detailed study of the gross anatomy, as well as the microscopic structure of all the plant organ. **Three Semester Hours.**

General Botany II (Non-flowering Plans) is concerned chiefly with a study of the principal groups of plants, beginning with the algae and fungi. Plant relationships and classifications are stressed, and an effort is made to give the student a view of the plant kingdom as a whole and the ability to locate plants in their proper places. **Three Semester Hours.**

General Zoology II (Vertebrates) is concerned mainly with a study of life processes of animals and the structures and organs concerned in these processes. While frequent reference is made to lower forms, the emphasis is on the chordates—particularly the higher groups. **Three Semester Hours.**

General Zoology I (Invertebrates) attempts to provide a general view of the animal kingdom, including classification and relationship of animals. Attention is given to all the main groups, and examples of most of them are studied in the laboratory. Collection, identification, and preservation of local forms for use in teaching are included in the course. **Three Semester Hours.**

Anatomy (Comparative) strives to give a more thorough acquaintance with the comparative anatomy of the vertebrate series. Dissection is made of the cat, and, when time permits, of the lower vertebrate also. The functional importance of the structures studied is emphasized. **Three Semester Hours.**

Entomology treats the characteristics of the orders and families of insects, their life histories and habits, and their relations to other animals and to plants. Field trips are an important feature, and each student is required to accumulate and prepare a typical collection of insects. **Three Semester Hours.**

Field Botany aims to acquaint the student with the plants of northern Pennsylvania, both herbaceous and woody species. Work in both the laboratory and field is afforded, and practice in the use of keys identifying plants and in making a representative collectoin of local species is provided. **Three Semester Hours.**

Field Zoology seeks to develop a familarity with local fauna, which will enable the student to identify most of the forms he is likely to meet in his teaching. Numerous field trips are taken, and much material is collected and studied. Some attention is given to nature photography and the making and coloring of lantern slides. **Three Semester Hours.**

Ornithology gives the student opportunity to learn to know our Pennsylvania birds—their identity, songs, habits, and economic importance. In the laboratory some attention is given to the external and internal structures of a bird; but a more important part of the course is the program of field trips, which begin in the winter and continue throughout the spring migration until late May, when the last of our summer residents have arrived. **Three Semester Hours.**

Physiology has as its objective a thorough understanding of the physiological processes of the higher animals. Comparisons are made throughout the entire vertebrate group, with frequent reference to the invertebrates for physiological antecedents. While the emphasis is on function, considerable attention is given to structure. **Three Semester Hours.**

CHEMISTRY

Inorganic Chemistry I includes a study of the non-metals and their compounds. A working knowledge of symbols, valences, formulas, writing reactions, and the solution of problems relating to chemical changes are stressed. **Four Semester Hours.**

Inorganic Chemistry II includes a study of common metals and their compounds. Methods of preparation, properties, uses, and tests receive ample attention. Study and discussion of the theories of ionization and chemical equilibrium and their application to chemical changes are considered. **Four Semester Hours.**

Qualitative Analysis includes the study and practice of separating and identifying the cations and anions of the more common elements. Basic principles underlying the methods of Qualitative Analysis and some applications of the science are stressed. **Three Semester Hours.**

Quantitative Analysis is a beginner's course, presenting methods of volumetric gravimetric, and electro-analysis. Some attention is given to the solution of simple problems related to the theory and practice of the subject. **Three Semester Hours.**

Organic Chemistry I is concerned with the aliphatic series of carbon compounds. It includes a consideration of saturated and unsaturated hydrocarbons, alcohols, ethers, aldehydes, and ketones and the study of the salts and esters of organic acids, acyl halides, amines, organometallic compounds, and optic isomerism. **Three Semester Hours.**

Organic Chemistry II, a continuation of Organic Chemistry I, includes the study of aromatic hydrocarbons of various classifications, including phenols, quinones, hetehocycle compounds, coal tar products, the sulpha drugs, the synthesis of rubber-like compounds, plastics, and various organic compounds as found in nature. **Three Semester Hours.**

Biological Chemistry endeavors to establish a relationship between chemical composition and biological function. Adsorption, diffusion, diolyis, enzimes, hormones, vitamins, blood and urine analysis, and metabolism of fats, carbohydrates, and proteins are among the topics considered. **Three Semester Hours.**

Chemistry of Foods and Nutrition includes a detailed study of carbohydrates, fats, lipeds, and proteins as they appear in the human diet. The fuel value of foods and the energy requirements of the body are observed, together with the economic use of foods. **Three Semester Hours.**

EDUCATION

Place and Purpose of Education in the Social Order, including School visitation, is an introductory course, which aims to give the student a broad overview of public education. Major emphasis is laid on the function of the public school in a democratic society. The course guides students in an appreciative study of education as a professional career and deals with such questions as personal and academic qualifications, choice of group-curriculum, certification, professional ethics, and other problems pertinent to the teaching profession. **Two Semester Hours.**

General Psychology is a basic course which emphasizes the meaning of psychology, its methodology, and its subject matter. It aims to acquaint the student with substantiated facts and principles and to develop in him, through laboratory practice, an appreciation of the scientific attitude and the methods involved. **Three Semester Hours.**

Educational Psychology applies the principles of psychology to the process of desirable social personality development. It seeks to assist the student in appraising the learning process in the educand and in evaluating both curriculum and methods of instruction in terms of pupil development. **Three Semester Hours.**

Educational Measurements compares the traditional methods of testing and grading with the scientific methods now in use, supplemented with a limited study of standardized tests in various subjects. The special techniques for evaluating, interpreting, and applying testing and grading with the scientific methods scientific methods now in use, supplement the course. **Two Semester Hours.**

Visual Education stresses the use of field trips, movies, museums, pictures, maps, graphs, and other outside agencies to supplement and enrich the work of the school. Practical experience in the handling of Visual Education equipment and materials is provided. **One Semester Hour.**

School Law aims to demonstrate the relation of federal, state, and local government to education. Federal subsidies are examined with respect to their implications toward state education. Through the use of the "school code," state and local government of education is investigated. **One Semester Hour.**

Evolution of the American Public School includes a study of as much of the history of the public school as appears necessary for the proper understanding of the major issues current in American public education. Emphasis is laid on recent social movements in the Western World, especially in the United States, which have influenced the development and extension of public schools. The history of public schools in Pennsylvania is given special prominence. **Two Semester Hours.**

Student Teaching and Conferences (Elementary) includes student teaching under expert supervision in the Campus Elementary School. Special attention is paid to management and planning, the integration of curricula, and the responsibility for creating and developing units of work. The emphasis is on the application of education theory. **Six Semester Hours.**

Curriculum Materials, Selection, and Adaptation (Elementary) is designed to acquaint student teachers with the sources, organization, and advantages of various types of instructional materials. Principles which govern the suitability and organization of activity units are studied, together with the way in which these can be utilized with the state curriculum. **Three Semester Hours.**

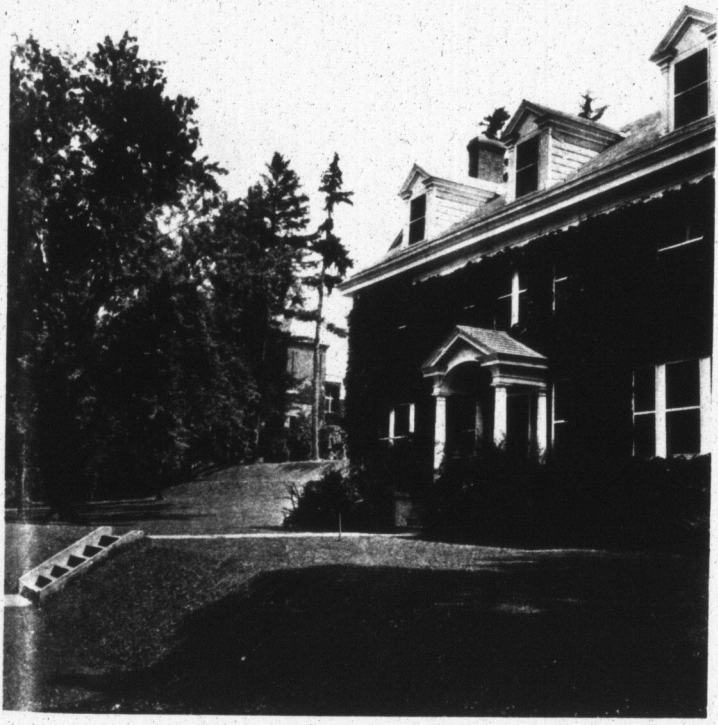
Early Childhood Education aims to familiarize the student with the physical, mental, emotional, and social development of the child from birth until he is of school age. The value of regular habits of eating, playing, and sleeping are stressed. The language, play, and manipulative experiences which modify the child's behavior are considered in connection with regular assignments at the Campus Nursery School. **Three Semester Hours.**

Child Adjustment emphasizes pupil-adjustment through application of psychological and psychiatric principles. It presents the background of problem behavior through discussion and study of the influence of personality of mental deviation, physical deficiencies, sex, conflicts, unfavorable home conditions, and other personal and environment limitations. **Three Semester Hours.**

Special Education acquaints students with the problems and methods involved in the adjustment and guidance of exceptional children in the schools. It gives attention to the diagnosis of and the educational provisions for the mentally gifted or retarded, the emotionally unstable, the delinquent, and the physically handicapped. **Three Semester Hours.**

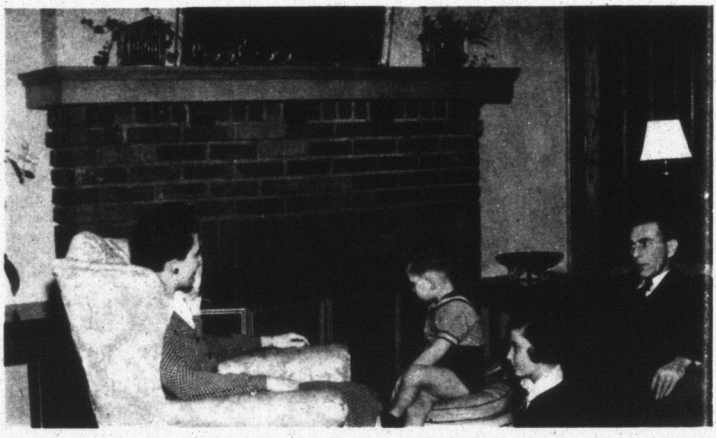
Diagnostic and Remedial Instruction in Reading purposes to study the psychopathology involved in cases of reading disability. Visual, auditory, and kinesthetic approaches are explored and evaluated. Consideration is given, also, to the various psychological methods employed in a program of re-education. **Three Semester Hours.**

Rural School Problems deals with population distribution in farm areas and other matters relating specifically to schools of the fourth-class districts. It takes up the problem of providing an adequate educational program for the one-teacher school, considers plans for the recreational welfare of rural children, and suggests practical ways by which teacher-pupil cooperation may be encouraged. **Three Semester Hours.**



"PREXY'S HOUSE"

SUMMER VISTA



"PREXY" AT HOME

Problems of Secondary Education includes a study of the historical development of the secondary school as an integral part of democratic socialization. Attention is given to the aims and purposes of secondary education, its curricula, and the matter of articulation. Special consideration is given to the qualifications of secondary school teachers, the types of school buildings, the development of attitudes on the part of the pupil, and the contributions which each element makes to an effective democracy. **Two Semester Hours.**

Student Teaching and Conference (Secondary) directs the attention of the student teacher to the theory which underlies good secondary school practice. Special observation of the participation in the actual work of teaching are provided under expert supervision. **Six Semester Hours.**

Curriculum Materials, Selection, and Adaptation (Secondary) is designed to acquaint student teachers with the sources, organization, and advantages of various types of instructional materials. A study is made of the movement toward the integration of the high school curriculum. This course is closely tied up with teaching in the campus schools. **Three Semester Hours.**

Guidance includes a survey of the Guidance movement, with a detailed consideration of the various phases of the Vocational Guidance program. Some time is given to the study of tests pertinent to and valuable for Guidance purposes. Brief consideration is given to the desired cooperation between industry and the school, to bring about a more effective vocational adjustment on the part of the individual. **Tfiree Semester Hours.**

Mental Hygiene is designed to prepare teachers to assist pupils in making the adjustments necessary to emotional balance and poise, with a view to making them efficient and happy in their work and play. To this end, the course comprises four major divisions: (1) Aims and Objectives; (2) Content and Materials, including the place of mental hygiene in the curriculum, its relation to the program of guidance, and its correlation with other courses, methods, techniques, and devices of teaching, and the cooperation of other agencies; (3) Implications to Modern American Life; (4) Outcomes and Aprraisal. **Three Semester Hours.**

Safety Education attempts to equip the prospective elementary teacher with an interest in and a knowledge and a philosophy of safety in contemporary life. Also it seeks to suggest how safety shall be taught in the schools—the objectives, materials, place in the curriculum, plan of study, methods of teaching, and relationship to social, fraternal, and civic agencies—and the bearing of safety on the general welfare. **Two Semester Hours.**

EDUCATION IN SPECIFIC FIELDS

(Each course is assigned within the specific subject field.)

Teaching of English, including Handwriting, aims to give to prospective teachers an understanding of the English needs of children in the elementary grades. It includes the development of techniques in the teaching of reading, literary appreciation, and oral and written composition, and in penmanship. Also, practice is afforded in the analysis of English tests and their administration. **Three Semester Hours.**

Teaching of Reading affords the student an opportunity to study the various methods and materials used from early times to the present day; to consider the physical, mental, emotional, and social characteristics of children in learning to read; to modify classroom procedure; to promote library rather than textbook methods of study; and to become acquainted with the literature of the field. **Three Semester Hours.**

Teaching of Arithmetic is an elective course for students interested in teaching Arithmetic in the intermediate grades. The aim of the course is to familiarize students with modern subject matter and instructional methods, the application of psychological principles of teaching, and present-day requirements for efficient citizenship. **Three Semester Hours.**

Curriculum in Arithmetic is a general survey course having to do with the curriculum for the primary grades. Each topic studied is treated under the following headings: History and Development of Present Technique; Social Use and Its Extent; Mathematical Principles; Psychology and Eperimentation; Philosophy and Technique. **Two Semester Hours.**

Curriculum in Elementary Science aims to acquaint students with objectives basic to the development of scientific concepts in the grades. Units of work are planned to promote a comprehension of simple natural phenomena and of the local environment. The course seeks especially to emphasize principles governing the selection and organization of suitable teaching materials. **Three Semester Hours.**

Teaching of American History and Government involves an analysis and study of the concepts which underlie American democracy. Included is a study of the civic background a teacher should posess and of the ways in which the school environment can contribute to building up the outline of a course for the various grades. **Three Semester Hours.**

ENGLISH

English I stresses correctness of expression with a thorough review of functional grammar, punctuation, and spelling. The course also includes letter-writing, reading reports, and exercises in the use of the dictionary. **Three Semester Hours.**

English II aims to develop skill in effectiveness of expression, with special emphasis on choice of words, structure of sentences, and organization of material. The course affords much practice in original composition based on the student's own experience, after the class has made a critical study of different types of composition and of various styles of writing. **Three Semester Hours.**

Literature I (English) is a survey course, in which a study is made of great prose and poetry, beginning with the Anglo-Saxon heritage and ending with the Romantic Revival. It aims to show how the chronological development of literature has reflected the religious, economic, political, and social history of the British Isles. **Three Semester Hours.**

Literature II (American) is designed not only to acquaint the student with the poetry and the prose of this country's great writers, but also to show how these works, from the days of Benjamin Franklin to the present have reflected the though and the life of the nation. Emphasis is placed on trends as well as on the function of literature as a mirror of social development. **Three Semester Hours.**

Fundamentals of Speech purposes to develop a pleasant and effective speaking voice, attractive bodily expression, and a sense of organized oral expression. Oral topics, speeches for occasions, conversation, parliamentary practices, and interpretative reading are the activities employed for practice of the principles studied. **Three Semester Hours.**

English Philology traces the development of the English language through the Old English, Middle English, and Modern English periods, with emphasis on the last. It examines the origin and creation of words and contemporary pronunciation and spelling, and endeavors to arouse interest in intelligent word choice and use. **Three Semester Hours.**

Advanced Composition seeks to develop superior skill in writing and in teaching others to write. It endeavors to lead the student to finer appreciation and skills through an analysis of his reactions to his own writing and to that of others. Course discussions and exercises are dominated by the purpose of preparing better teachers of English for the secondary field. **Three Semester Hours.**

Shakespeare is a study of the most popular comedies, tragedies, romances, and historical works of this playwright. While the emphasis is on appreciation, one play of each type is given intensive treatment from the standopoint of plot, characterization, and language. **Three Semester Hours.**

Short Story is a study of short narrative structure and its appreciation, with emphasis on elementary principles of setting, plot, characterization, and style. Masterpieces of modern short story writers are studied. **Three Semester Hours.**

Modern Novel is a study of contemporary fiction, which seeks to acquaint the student with modern trends in subject matter and style and to develop in him powers of discrimination. While comparisons of eighteenth and nineteenth century novels is made, the principal emphasis is placed on twentieth century works. **Three Semester Hours.**

World Literature aims to acquaint students with foreign literatures which have strongly influenced English and American life and letters. Selected passages in translation are read from the more important classics in Hebrew, Greek, Roman, Italian, French, Spanish and German literatures. Their literary and cultural influences on the English-speaking world are studied, as well as their value to their own times and peoples. **Three Semester Hours.**

Contemporary Poetry is primarily a study of twentieth century poetry. While a brief survey of Victorian poetry is made, the poetry being written today in England, Ireland, and American receives the major emphasis, Though the principal concern is with appreciation, some attention is given to form and technique. **Two Semester Hours.**

Victorian Prose and Poetry aims to acquaint the student with the great writers of the Victorian era. It also endeavors to familiarize him with the relationshiy of these writers to their time and to the present day. **Three Semester Hours.**

Romantic Period sets forth the important part played by European writers of prose and poetry in that great humanitarian movement known as the Romantic Revival. The writers of the period are presented to the student as reflecting and likewise stimulating a social upheaval. **Three Semester Hours.**

Essay includes a brief study of the form and the development of the the essay. Representative English and American essays, from the seventeenth century to the present time, are read and analyzed. Particular stress is placed upon the essay as an instrument of propaganda and reform, as well as work of art and philosophical thought. **Three Semester Hours.**

Nineteenth Century Novel deals with the works of such writers as Dickens, Thackery, Scott, Jane Austen, and George Eliot; the manner in which they reflected the philosophy of the Victorian Age; and the way in which they influenced the social, political, and scientific movements of the period. Special attention is given to the matter of style. **Three Semester Hours.**

Modern Drama is designed to acquaint the student with the contributions of representative contemporary dramatics. Attention is given to experiments in technique and style which have been made in an attempt to express new subject matter and new point of view. English, music, and art are considered as correlated forms of expression. **Two Semester Hours.**

Children's Literature and Story-telling promotes the development of appreciation and discrimination for children's literature through a survey of materials in the field. It is designed to provide the prespective teacher with the techniques incidental to a well-integrated program of creative reading on the elementary level. **Three Semester Hours.**

FRENCH

Elmentary French I aims to impart to the student the fundamentals of French vocabulary, pronunciation, and grammar. It seeks to aid the student in acquiring increased knowledge of English vocabulary and grammar and the relationship between English and French. **Three Semester Hours.**

Elementary French II aims to perfect the student's pronunciation and grammar through varied oral exercises. It seeks to develop skill in oral and written compositions growing out of discussions and readings, pertaining to French life and customs. **Three Semester Hours.**

Nineteenth Century French Prose and Poetry aims to acquaint the student with the development of the literature of the period following the Franco-Prussian War. It includes a thorough review of the rules of pronunciation and grammar through the reading of representative works. **Three Semester Hours.**

Contemporary French Prose and Poetry aims to acquaint the student with the literary movements and productions of the period following World War I and to improve pronunciation and grammar. It also seeks to endow the prospective teacher with the practical and cultural values underlying the teaching of French. **Three Semester Hours.**

Outline Course in French Literature aims to trace the origin and development of the French language and literature from the time of the Roman Conquest. It emphasizes the literary production of the Renaissance and the evolution of the subsequent philosophical and scientific movements which culminate in the French Revolution. It also provides instruction in composition and problems of method. **Three Semester Hours.**

Seventeenth Century French History and Literature Composition aims to acquaint the student with the content and form of the literature of the Classical Age. It traces the growth of tragedy and comedy and includes the intensive study of at least one play by Corneille, Racine, or Moliere. **Three Semester Hours.**

French Novel aims to trace the development of this literary form from its inception during the seventeenth century to its perfection in the nineteenth century. It correlates the growth of the novel with the changes in various economic, political, and social institutions, and includes an intensive study of two or more great novels. **Three Semester Hours.**

French Drama seeks to acquaint the student with the evolution of the drama from its origin in religious ceremonials to its nineteenth century form in the comedy of manners. It points out the relationship between the structure of the drama of different periods and the organization of French society, and includes an intensive study of two or more modern dramas. **Three Semester Hours.**

Romantic Movement in French Literature aims to develop appreciation of the general character and significance of the Romantic School through the reading of representative selections from the great writers of the time. In addition, it emphasizes collateral reading on the historical and social aspects of the period. **Three Semester Hours.**

Realistic Movements in French Literature seeks to trace the growth of Realism as a protest against the decadent period of Romanticism. It aims to familiarize the student with the style of various authors of the time and stresses expensive collateral readings on the economic and social changes of the period. **Three Semester Hours.**

GEOGRAPHY

Principles of Geography gives the student a foundation for understanding the major elements of the natural environment. It takes up such basic factors as land and water form, climate, minerals, etc. In the analysis of how man utilizes these factors, a geographic vocabulary is built up, and map-making and other geographic techniques are learned. **Three Semester Hours.**

Economic Geography introduces the types of activities by which men in various work regions adjust themselves to the environmental complex and the inter-regional relationships involved in the exchange of commodities. Factors which tend to defeat such adjustments also are given some attention. **Three Semester Hours.**

Geography of United States and Canada analyzes these two areas in order to develop the geographic elements of their various regions and to establish their geographic relations in respect to other areas. Emphasis is placed on scientific observation, field work, and the use of topographic maps. **Three Semester Hours.**

Geography of Latin America includes materials relating to all those parts of the Western Hemisphere which lie south of the United States. An attempt is made to show how the various group of Latin-Americans have adjusted themselves to their natural environment and how possible readjustments might be made to realize the potential wealth of this area. **Three Semester Hours.**

Geography of Europe interprets geographically the natural economic and political regions of Europe and related outlying areas. A study of population and work patterns and the securing of current data and the proving of its worth help the student to acquire skills useful from the standpoint of teaching in the secondary school. **Three Semester Hours.**

Geography of the Pacific Realm aims to acquaint the student with the natural features and human activities of the areas constituting this realm. Parts of Asia and Africa, though not strictly of the Pacific Realm, are studied in connection with this course. **Three Semester Hours.**

Climatology and Meteorology consists of a study of the air and the different climatic regions on the earth. The use of instruments, together with daily cumulative weather records, is made the basis for an understanding of weather predictions. **Three Semester Hours.**

Physiography represents studies of the dynamic physical forces which have shaped the earth into its present form. The construction and interpretation of map projections and topographic and geologic representations are an important part of this course. **Three Semester Hours.**

Conservation of Natural Resources include the history of the conservation movement and the conservative utilization of such natural resources as forests, soil, mineral fuels, metallic minerals, water supply and water power, streams, recreational facilities, and human resources. **Three Semester Hours.**

HEALTH EDUCATION

Health Education I deals with the fundamentals of anatomy and physiology in relation to the health of the individual. **One-half Semester Hour.**

Health Education II treats of preventive medicine through the media of child health examination and contagious disease control. **One-half Semester Hour.**

Health Education III sets forth the principles and the practice of first aid. Students who fulfill the prescribed laboratory and written requirements may qualify for the official certificate of the American Red Cross. **One-half Semester Hour.**

Health Education IV affords opportunity for practice in solving special problems raised in Health Education I, II, and III. **One-half Semester Hour.**

Health Education V provides preparation for the teaching of health in the elementary school, with particular attention to the characteristics of children at various age levels and the analysis of health habits. **One-half Semester Hour.**

Health Education VI provides further preparation for the teaching of health, with special attention to topics and suggestions appropriate for various grades and source of materials. **One-half Semester Hour.**

HOME ECONOMICS

(For Courses in the Regular Home Economics Department see Pages 50-54).

General Homemaking I is a general course in nutrition and health, which seeks to give to men and to women not following the homemaking education curriculum an appreciation of the relationship of good habits of eating to health, a desire to develop such habits, and an intelligent approach to the problems to wise food-selection and wise food money-expenditure. Nutritional needs on various age levels and the construction of adequate diets to meet these needs are stressed; and the matters of food-production, food-distribution, and food-consumption and other topics pertinent to nutrition and health, particularly as they bear on the national defense program, are considered. **Three Semester Hours.**

General Homemaking II is a general course in clothing which aims to give to students not following the homemaking education curriculum a general knowledge of the various phases of this study. The development of personality through better grooming and the development of a sound philosophy of buying are emphasized; and simple techniques of sewing, helpful to the individual in fullling his or her personal requirements, are taught through considering practical problems. **Three Semester Hours.**

LATIN

Latin I, Ovid and Virgil is designed to bridge the gap between high school and college Latin by the use of material similar to that used in the fourth year of high school Latin. Selections from Ovid's Metamorphoses and from Virgil's Eclogues and Bucolics are studied, with special emphasis on Greek and Roman mythology, poetical usages, and life in the classical world. In connection with the course, thorough drill is given in Latin forms, construction, and figures of speech. **Three Semester Hours.**

Latin II, Livy is a study of Latin prose based on Books I, XXI, and XXII of this author. Included in a review of prose construction together with a study of new construction, especially those peculiar to Livy. Class discussion is centered around such topics as the historical value of legendary material and the comparison of Livy's historical method with that of other historians. **Three Semester Hours.**

Latin III, Cicero and Tacitus includes a study of Cicero's DeSenecute and DeAmicitia and of selections chosen from Tacitus' Germania and Agricola. Both units of work should give abundant opportunity for enriching the student's experience with different types of Latin literature. **Three Semester Hours.**

Latin IV, Horace aims to foster an appreciation of Latin lyrical poetry through a study of Horace's Odes. Topics stressed are Horace's philosophy of life, the social and political life, of the Augustan Age, and the chief lyrical meters employed. **Three Semester Hours.**

Latin V, Plautus and Terence concerns itself with the development of Roman drama and the translation of one play by each of these dramatists. The two are contrasted not only as to point of view and literary style, but also as to the different groups for which they wrote. **Three Semester Hours.**

Latin VI, Roman Civilization is designed to provide the prospective Latin teacher with an opportunity to review the texts which he must use and to round out the cultural background necessary for successful Latin teaching. In this connection, the student is required to organize instructional materials acquired through his previous study of the classics. **Three Semester Hours.**

MATHEMATICS

College Algebra I aims to give a comprehensive review of elementary Algebra and to present such new topics as are requisite for more advanced work in mathematics. Another objective is to foster continued practice in accuracy and conciseness of mathematical expression. **Three Semester Hours.**

College Algebra II is designed for students desiring to major in mathematics. It is based on the idea that fundamental concepts and techniques in mathematics cannot be mastered by mere exposure of imitative manipulation, but require real understanding and much independent practice. **Three Semester Hours.**

College Trigonometry seeks to develop the principles underlying plane triangles and to make these significant through the solution of a wide range of practical problems. The course includes a thorough review of logarithms and a careful treatment of correlated exercises in Arithmetic, Algebra, and Geometry. **Three Semester Hours.**

Analytic Geometry explores new domains in special relationships through algebraic symbolization. Definite formulas are interpreted by means of rectilinear and polar coordinates, and technical proficiency is given exercises in solving problems garnered from life. **Three Semester Hours.**

Calculus I develops thoroughly the theory of the basic principles underlying the processes of differentiation and integration. The topics involving maxima and minima, points of inflection, direction of moton, summation, related rates, work, and pressure are given intensive treatment. Frequent application is made through the solution of problems in geometry, mechanics, and physics. **Three Semester Hours.**

Calculus II continues the work developed in Calculus I, extending the field to treat differentiation and integration of trigonometric and logarithmic equations, including areas and volumes involving these equations. Other topics developed are the theorems of Pappus, simple harmonic motion, center of gravity, moment of inertia, and the stresses of phases involving double integration. **Three Semester Hours.**

Statistics aims to acquaint the student with the common graphical methods used in statistical studies covering many fields of human activity. After mastering the mathematics involved, the student is given extended practice in fitting empirical facts to appropriate charts or graphs. **Three Semester Hours.**

History of Mathematics aims to give to the prospective teacher of the subject a larger view of the beginnings and developments of mathematical thinking. The course deals with the lives and the contributions of the great mathematicians of history and traces the development of the number concept from primitive days to the present. **Three Semester Hours.**

Spherical Trigonometry and Navigation deals with the principles and the interrelationships of trigonometry and navigation. It includes the solution of the right spherical triangle, the oblique spherical triangle, and various problems of navigation to which they apply. **Three Semester Hours.**

Applied Mathematics is a methods course, in which the subjects of Arithmetic, Algebra, Geometry, and Trigonometry are considered from the standpoint of essential topics and related educational principles. Each student is required to demonstrate his teaching ability by presenting type lessons, explaining troublesome problems, and administering sample tests. **Three Semester Hours.**

MUSIC

(For Courses in Regular Music Department See Pages 55-58).

Appreciation of Music is organized on a unit basis and is devoted to the study of various types of musical expression. Classroom discussion is supplemented by correlated library work and the use of recorded music. As each unit is developed, it is related to its artistic, political, and social background. **Two Semester Hours.**

Music I aims to acquaint the student with materials to be used in the first four grades of the public school. The student learns to read music, to interpret songs, and to apply elementary theory. Special attention is given to the study of the child voice. **Two Semester Hours.**

Music II is a continuation of Music I, affording additional opportunities for the application of skills developed in the earlier course. Assigned observation lessons in the laboratory schools are presented by experienced teachers. Interpretative rhythms and creative music are given due consideration. **Two Semester Hours.**

PHYSICAL EDUCATION

Physical Education II is devoted to calisthenics, military marching, and the development of techniques and skills in such games as soft ball, basketball, volley ball, soccer, badminton, and tennis. **One-half Semester Hour.**

Physical Education II is given over to additional calisthenics, Marching, and practice in sports, with particular attention to posture and corrective exercises. **One-half Semester Hour.**

Physical Education III is devoted largely to swimming, with special attention to a variety of strokes, the crawl, surface diving, and life-saving techniques. **One-half Semester Hour.**

Physical Education IV includes additional practice in swimming and a study of mass games of low organization, stunts, tumbling, and work with apparatus. **One-half Semester Hour.**

Physical Education V is designed to develop leadership, opportunity being afforded for students to work in small groups and each in turn to take charge of his group. **One-half Semester Hour.**

Physical Education VI includes additional practice in leadership and a study of games, tumbling, and apparatus work adapted to boys and girls of junior and senior high school age. **One-half Semester Hour.**

PHYSICS

Physics I may be considered a "tool course" for every other science. Topics in mechanics, heat, and sound are studied, and their relations to physical phenomena are discussed. **Four Semester Hours.**

Physics II covers important topics in magnetism, electricity, and light. A better understanding of one's physical environment is the main objective of the course. **Four Semester Hours.**

Mechanics is a study of the principles of static and kinetics, using both the analytical and graphical methods. Force systems, center of gravity, moments of inertia, motion of particles and rigid bodies, and related principles are considered. **Three Semester Hours.**

Electricity and Magnetism deals with the inter-relations of the two subjects. Discussions and problems are based on modern methods of measuring current, resistance, electromotive force, and power. **Three Semester Hours.**

Heat covers the basic principles of heat phenomena. Such topics as temperature measurements, thermal expansion, heat transfer, change of state, elementary kinetic theory, and thermodynamics are included. **Three Semester Hours.**

Radio Communication includes the theory of tuned electrical circuits and the fundamental properties of vacuum tubes and vacuum tube applications. Specialized radio topics, such as radio transmitters and receivers, wave propogation, antennas, and direction-finding are considered. **Three Semester Hours.**

Modern Physics presents the development of physics since 1900. It includes such topics as the kinetic theory, the electron, atomic physics, X-rays, the quantum theory, and modern applications. **Three Semester Hours.**

SCIENCE (General)

Physical Science I is an introduction to the fundamental principles of Mathematical Geography, Earth History, Geology, Minerology, and Astronomy, with particular attention to the importance of understanding the contribution of these sciences to the world in which we live. **Three Semester Hours.**

Physical Science II is a study of some of the minerals of economic use to mankind, leading into a study of the ways in which man is mastering his material world, through an ever-increasing understanding of its nature. Physical and chemical principles are considered in the connection. **Three Semester Hours.**

Biological Science I is an introductory course intended to serve as a foundation for later studies in Psychology, Sociology, and Education, as well as for advanced work in the biological field. It is concerned with the facts and principles which underlie the phenomena of life, both plant and animal, and with the kinds and relationships of living organisms. **Three Semester Hours.**

Biological Science II is concerned largely with a study of the organ system and physiological processes of the vertebrates, with special emphasis on man. Heredity and the development of the individual are given considerable attention; while other topics, such as geographical distribution, adaptation, and ecological relationships, are briefly considered. **Three Semester Hours.**

SOCIAL STUDIES

American Government—Federal, State, and Local investigates the basic principles of American government, the Constitution of the United States and the machinery through which it is implemented; and some of the major governmental issues. **Three Semester Hours.**

History of Civilization is an intensive study of man's constructive achievement and development in ways of thinking, governing, and living, or in the intellectual, emotional, and mechanical phases of life. Included are a survey of valuable contributions of ancient and medieval cultures, a consideration of the rise and growth of nationalism, a study of the effects of revivals and reforms, and an appraisal of the significance of expansion and inventions. **Four Semester Hours.**

Principles of Sociology aims to supply the student with a systematized background. It endeavors to develop independent thinking on matters relating to social groups and to inculcate the habit of interpreting life situations from the sociological viewpoint. **Three Semester Hours.**

Ethics emphasizes the origin, growth, and development of standards of conduct which have helped man to solve the problems of moral relationships. Particular stress is placed on idealistic conceptions which have been instrumental in establishing right attitudes and right habits. **Three Semester Hours.**

Principles of Economics deals with basic factors involved in the business of making a living. The relations between business and labor and the relations of government to both are among the topics considered. **Three Semester Hours.**

History of the United States, Including Pennsylvania, before 1865 aims to acquaint the student with discoverey and settlement; colonial development; revolution; government organization; territorial expansion; economic, industrial, political, and cultural development; foreign relations; and slavery, up to and including the Civil War. **Three Semester Hours.**

History of the United States, Including Pennsylvania, since 1865 emphasizes the use of historical facts in their relation to current social, political, and industrial problems. The student is encouraged to develop analytical capacities, through the study of historic and current problems. Emphasis is placed on the use of the library in solving these problems. **Three Semester Hours.**

Social and Industrial History of the United States aims to trace the development of social and economic institutions in this country. An attempt is made to discover the more important factors giving direction and momentum to the evolution of these institutions. Library materials, both source and secondary, are among the more important "tools" used in the course. **Three Semester Hours.**

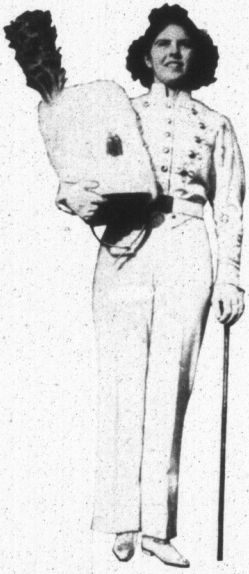
History of Pennsylvania traces the development of the commonwealth from colonial times to the present, including the social, economic, political, and religious aspects of this progress. Surveys of the abundant natural resources of the state and of its numerous historic shrines of national significance are made in order to demonstrate that Pennsylvania richly deserves the name "Keystone State." **Three Semester Hours.**

Modern European History covers the period from the Congress of Vienna to the present time. It establishes a basis for the evaluation of contemporary events and seeks to instill the belief that perspective alone enables the student thoroughly to interpret the present. It also endeavors to familiarize the prospective teacher with international affairs. **Three Semester Hours.**

Early European History aims to clarify the continuity of history and to point out the kinds of change which constitute progress. It also seeks to develop historical appreciation of the contributions of the past to the civilization of the present. **Three Semester Hours.**

Latin America History covers the history of South America from the time of its discovery to the close of the wars of independence. A study of the economic, political, and social systems used by the European nations to colonize and exploit the country affords the student a better opportunity to understand the characteristics of our Southern neighbors. **Three Semester Hours.**

Comparative Government examines some of the theories which have been advanced concerning the origins of governmental authority. Then, modern governments are classified, and their methods of solving national problems are compared. **Three Semester Hours.**



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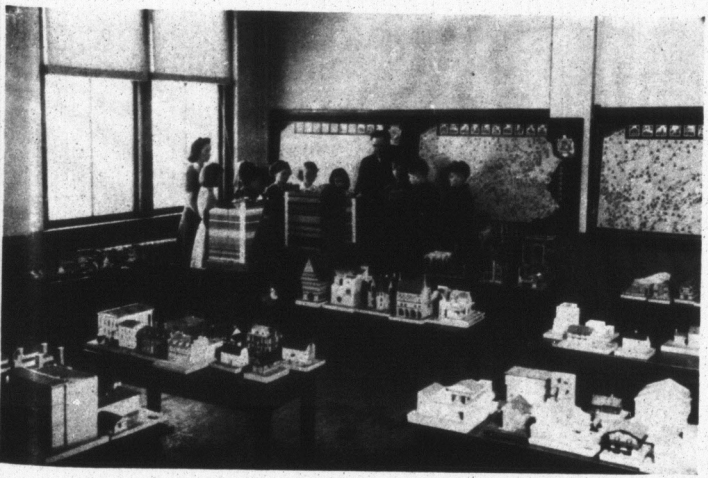
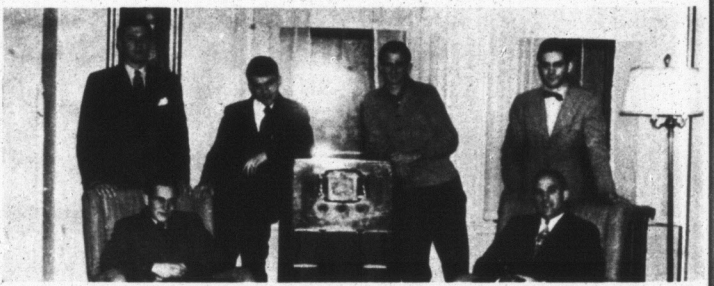


MODELING

CHORAL DIRECTING



DORM LIFE

History of England traces the development of the people and institutions of England from the Anglo-Saxon conquest to the present time. Consideration is given to the advantages of climate and topography and of racial characteristics which have enabled England to become the head of a vast empire. **Three Semester Hours.**

Introduction to Philosophy develops the basic principles of contemporary public education against a background of historical facts; biological, psychological, and social theory; and the major schools of philosophy. The mastery of the art of effective group living is set as the purpose of all education. Various aspects of public and private education are dealt with, contemporary school philosophies are evaluated by seeking an effective combination of theory and practice. The course advocates preparation for democracy by the practice of democracy in schools under the wise guidance of socially-minded teachers. **Three Semester Hours.**

SPANISH

Elementary Spanish I aims to provide a basic knowledge of pronunciation, vocabulary, and grammar. It emphasizes the acquisition of the tools of reading, speaking, and writing by means of oral and written exercises. **Three Semester Hours.**

Elementary Spanish II seeks to develop further the knowledge of vocabulary and grammar. It encourages the development of skill in speaking and writing through the use of material dealing with Spanish life and customs. **Three Semester Hours.**

Intermediate Spanish I aims to afford a thorough review of rules of pronunciation and syntax through the intensive reading of literary works of contemporary Spanish and South American writers. **Three Semester Hours.**

Intermediate Spanish II seeks to provide an acquaintance with the literary movement and productions of Spain and South America during the nineteenth century. It continues the development of skill in vocabulary and grammar by means of oral and written exercises. **Three Semester Hours.**

Introduction to Spanish Literature aims to trace the origin and development of the language and literature of Spain from the time of the Roman Conquest, emphasizing the literary production of the Golden Age. It furthers the development of skill in oral and written composition. **Three Semester Hours.**

Spanish Conversation seeks to develop ability in understanding and speaking everyday Spanish. It includes various types of oral and written exercises based on materials employing modern, utilitarian vocabulary taken from the worlds of curren events and business. **Three Semester Hours.**

HOME ECONOMICS EDUCATION

(Required and elective courses available only to students following the Homemaking Education Curriculum)

ART

Principles of Design I is a foundation course, establishing elements and principles underlying all art. Historic and contemporary designs in their relation to personal, home, community, and world needs are studied. Experience is given in using design elements and principles, lettering, and color, to develop the thought "Fine art is fine arrangement." **Three Semester Hours.**

Principles of Design II is the study of historic aspects of the arts of various countries—architecture and craft ornamentation. Experience is given in the selection of art products for school and home. Design is applied to basketry, block printing, tie and dyeing, and weaving. Special attention is paid to the arts and crafts of Pennsylvania. **Two Semester Hours.**

Applied Design I (Costume) treats of costuming from its earliest beginnings to the present day, together with the application of ancient principles of costume to modern dress. The human figure, irregularities of form, and methods of concealing such irregularities are studied. The principles of design and color involved are applied directly to the individual student and her personal clothing problem. **Two Semester Hours.**

Applied Design II (Household) relates the principles of design to the interior and exterior decorating problems of the home. Emphasis is placed on the ability to select house plans and home furnishings. The principles are applied to batiking; hooking rugs; stenciling; and leather, metal, and parchment work. **Three Semester Hours.**

CLOTHING

(Students provide their own materials subject to the approval of the instructor.)

Clothing I includes the study and application of principles of clothing selection and construction. It aims to create a consciousness of the value of being well groomed. Techniques in construction processes are developed through practice in the making of actual garments for each student. The difficulty of the project undertaken is determined by the progress in ability of the individual student. **Three Semester Hours.**

Clothing II aims to develop further the techniques and abilities in clothing construction. Direct application of the principles of individual pattern-making are applied in the construction of one or more garments. A study of types of commercial patterns with an interpretation of each forms an integral part of the course. **Two Semester Hours.**

Clothing III is designed to give additional practice in the development of abilities and techniques in construction of clothing. A study of the processes involved in draping clothing with a practical problem of draping in material difficult to handle is a project in this course. Tailoring as it applied in a suit and coat is also a practical study made during the semester. **Two Semester Hours.**

Consumer Education aims to give the individual a sound fundamental understanding of her situation as a consumer buyer. A knowledge of the problems in buying and the difficulties encountered in solving them is aided through actual buying processes and research on specific commodities. **Three Semester Hours.**

Textiles has as its purpose to give practical knowledge in the fundamentals of clothing selection and household furnishings. The study includes identification analysis, choice, use, and care of fabrics from the raw materials to the finished products. The consumer's viewpoint is emphasized throughout the course. Each student is given the privilege of presenting practical subject matter as part of her professional training as a basis for textile teaching and for developing techniques in presenting practical laboratory materials. **Two Semester Hours.**

FOODS

Foods I is a fundamental course in the study and application of scientific principles of meal-planning and food-selection, preparation, and serving. The laboratory work provides an opportunity for the development of good habits of work; the gaining of experience in the best practices relative to food-preparation and serving; and the knowledge and appreciation of high standard products. A unit in Marketing helps to develop an appreciation of food-marketing and consumer problems. **Three Semester Hours.**

Foods II aims to educate students in wise food-selection and menu-planning. The study and the preparation of foods for family dinners are stressed. The same general plan for laboratory work is followed as in Foods I. A unit in Food-preservation is included. Approved methods and equipment are used. **Three Semester Hours.**

School Lunch Management meets the need for providing well-balanced, health-sustaining meals to pupils. In this course students have an opportunity to manage and carry out the preparation and serving of noon lunch. Maximum nutrition at minimum cost is the keynote of school lunch-planning. **Three Semester Hours.**

Nutrition approaches the study of nutrition from the viewpoint of positive health, and fundamental principles showing the relationships of food and health are stressed. Study is made of the quantitative and qualitative needs of individuals, dietary contributions of foods, and relative costs. From these studies adequate dietaries are planned for individuals and families on varying income levels. The feedings of infants, pre-school children, and in-school children are studied. The recognition of signs of good nutrition and the improvement of dietary habits are encouraged. **Three Semester Hours.**

HOME MANAGEMENT

Home Management I (Equipment) treats of the principles involved in the most efficient use of ability, time, energy, and materials in performing household activities, including order of work, time studies, and comparision of procedures. It includes a study of storage problems and all the processes employed in the care of the house, such as cleaning, laundering, and meal service, as well as the equipment used ni these processes. The physics principls underlying fuel-selection, heating, ventilating, lighting, water supply, sewage-disposal, and refrigeration also are emphasized in this course. **Four Semester Hours.**

Home Management II (Economics) deals with personal and family financial problems and the underlying economic principles which affect them. It includes a study of incomes, simple accounts, the making of plans for the most satisfactory distribution of the income, real estate problems, banking problems, saving and investments, advertising, propaganda, purchasing methods, and legal contracts of the family. **Three Semester Hours.**

Home Management III (Living Unit) consists of several week's stay in a living unit with a resident instructor. Here, all the activities of a normal family in its own home are performed by the students, who rotate in the capacities of hostess, waitress, cook, laundress, housekeeper, and house guest, each student having an opportunity to act in each capacity for a certain length of time. In this course, students are expected to put into actual practice the principles learned in all homemaking courses. **Three Semester Hours.**

Family Health aims to give more intelligent understanding of the part the home plays in the maintenance of positive personal health. Work is given in emergency and first aid treatments and in the handling of minor illnesses in the home. Nearby hospitals are visited for observation purposes. **Two Semester Hours.**

Child Development and Nursery School Child treats of the mental and physical development of the child from the pre-natal stage until he is of school age and offers students the opportunity to observe the nursery school age child in an environment planned with his best mental and physical development in mind. Units include the care of the mother and of the baby when he arrives, the care of the baby up to the age of one year, the mental development of the child as shown by his powers of attention and manipulation on various levels, and contact with a group of pre-school children of varying personality and behavior. **Four Semester Hours.**

Homemaking Education I deals with problems of the entering student in relation to personal adjustment to college and to the Homemaking Education curriculum. It includes a brief survey of the place of Homemaking in the school program and in the life of the young woman as an individual. **One Semester Hour.**

Homemaking Education II stresses the classroom techniques which contribute to the successful planning of units of work and specify daily lessons. The content includes methods of teaching, together with recent developments for testing the results of instruction. **Three Semester Hours.**

Homemaking Education III is based on a study of the development of vocational legislation, the requirements of the state plan for vocational legislation, the requirements of the state plan for vocation education, the construction of courses of study for secondary schools, and, finally, the development of a sound philosophy of Homemaking for successful teaching. **Two Semester Hours.**

Family Relationships, for which Sociology is a prerequisite, is among the most interesting studies of the entire course. Here, each student has an opportunity to study home situations and to discuss personal problems. While certain background information in connection with the history of the family is studied, the principal emphasis is placed on the lives of children in the intimate environment of the home. **Two Semester Hours.**

Student Teaching gives the student an opportunity for teaching and observing in classes representing all phases of Homemaking. At least six weeks is completed in a vocational school of the state under the direction of a local supervisor and the guidance of the service area adviser from the Homemaking Education Department of the College. **Three to Five Semester Hours.**

SCIENCE

Biology I (Physiology) stresses some of the fundamentals of physiology, such as the conservation of energy and its convertibility from one form to another; the recognition of food as a biological fuel; and the diological principles controlling the activities and functions of the human body. The processes by which food is supplied to and used by the body are especially emphasized. **Three Semester Hours.**

Biology II (Bacteriology) is designed to give a general knowledge of the activities of bacteria, yeasts, and molds. Special attention is given to micro-organisms in relation to problems of food preparation and preservation; problems of personal, home, and public sanitation; and problems of immunity. **Three Semester Hours.**

Chemistry II (Organic, its Applications) serves as a foundation course in foods and nutrition. A comparatively brief survey is made of organic chemistry with its hydrocarbons, aldehydes, ketones, ethers, amines, acids, and alcohols. Emphasis is placed on the physiological phase, since it includes the subject of carbohydrates, fats, proteins, minerals, vitamins, digestion, metabolism, and internal secretions, all of which are of vital importance in nutrition. **Four Semester Hours.**

MUSIC EDUCATION

(Required and elective courses available only to students following the Music Education Curriculum.)

PRACTICE

Methods and Materials I is based on the musical needs of the kindergarten and the primary grades. Included is the study and care of the child voice, the treatment of non-singers, and the presentation of rote songs. The value of rhythmic work and appreciation is stressed through records and other instructional aids. Sight reading is stressed in the second and third grades. The students are given opportunity to study texts of various current methods. **Three Semester Hours.**

Methods and Materials II continues the study of the child voice and its use in rote singing and sight reading in the elementary grades. Two-part sight reading is stressed, with three-part work as the final objective. Creative work and appreciation are emphasized. The students become acquainted with the materials of several current methods and their principles. Rural work also is considered. **Three Semester Hours.**

Methods and Materials III. This course deals with music in the Junior and Senior High School. Detailed consideration is given to materials, teaching procedure, rehearsal techniques, content for required and elective courses, and lesson plans for class and extra-class activities. Different administrative set-ups, standardized music tests, professional policies and professional relations are given due consideration. **Three Semester Hours.**

Student Teaching and Conferences. With the assistance of the supervisor the student teachers present all the music which is offered in the Campus Laboratory Schools. Through individual weekly conferences and monthly group conferences the students are helped in the solution of their teaching problems.

Students are assigned to as many different age levels as possible. Most of them are able to acquire experience in primary, intermediate, junior and senior high school classes and organizations. **Six Semester Hours.**

Practicum, including private study and participation in musical groups, provides the basic training which should give the student a performing and a teaching knowledge of voice and instruments and the ability to direct choral and instrumental groups on graduation. In this connection four years of chorus and at least two years of both band and orchestra are required, while the other work is arranged in accordance with individual needs and preferences. The offerings are as follows:

Applied Music Study in voice, piano, organ, violin, and all orchestral and band instruments affords opportunities to perfect one's performing and teaching technique. Voice and piano are required each semester; while orchestral and band instruments are arranged from one semester to another, so that each student may have a knowledge of all instruments on completion of the music education curriculum.

Musical ensembles—vocal and instrumental—are described on Page 61.

Two to Three Semester Hours.

THEORY

Harmony I aims to give the student a thorough understanding of the structure of intervals, scales, triads, the dominant seventh and ninth chords, and the use of key-signatures. It seeks to develop, through analysis, experimentation at the key-board, and composition and harmonization of melodies, a feeling for key and mode; an understanding of the function of the primary harmonies, inversions, and non-chordial tones in their relationship to phrase and cadence; and a knowledge of the elements of form. **Three Semester Hours.**

Harmony II includes a study of the secondary harmonies, both triads and seventh chords, and simple alterations. It seeks to develop further the technique of the student in the composition and harmonization of melodies, with and without words, in both chorale and piano style. **Three Semester Hours.**

Harmony III includes the study of modulation, chromatic alterations, and the structure and effect of various types of seventh chords. These studies are carried on through analysis, keyboard assignments, harmonization of melodies, and the composition of original illustrations. **Two Semester Hours.**

Harmony IV has as its purpose the application to the keyboard of the harmonic principles and vocabulary acquired in Harmony I and II. Its procedure includes harmonization of melodies at the keyboard, improvisation and accompaniments and small piano pieces, playing at dictation, and transposition. Assignments vary according to the pianistic ability of the individual student. **Two Semester Hours.**

Harmony V consists of a study of musical form as illustrated in the works of the Classic and Romantic schools. Emphasis is placed on the relationship of pattern and structure in music to the artistic principles of unity and variety, and on the relationship of key to musical form. Included are the study and analysis of the homophonic forms through the song forms, the rondo, sonatina, and sonata allegro forms, and a review of harmonic analysis. **Two Semester Hours.**

Harmony VI offers an opportunity for musical composition in the smaller forms. It aims to develop in each student a feeling for musical form and a technique for writing and arranging music for voices, piano, or small groups of instruments. It also includes a review of the harmonic materials and the principles of form studied in preceding courses. **Two Semester Hours.**

Ear Training I concentrates on the aural study of melodic and rhythmic problems, studied in Harmony I and Solfeggio I. Students are led to recognize aurally, reproduce orally and at the keyboard, and represent the musical notation melodies in either major or minor mode. Emphasis is placed on phrase-wise thinking. The bass and treble clefs are employed in writing. **Two Semester Hours.**

Ear Training II is a continuation of Ear Training I and parallels the problems studied in Harmony II and Solfeggio II. Two-voiced diction is added. **Two Semester Hours.**

Ear Training III aims to develop facility in the aural recognition of the qualities and functions of diatonic harmonies and simple alterations. The aural effect of inversions is stressed. The tonal and rhythmic problems of Ear Training I and II are reviewed in longer and more difficult melodies played and written from dictation. **Two Semester Hours.**

Solfeggio I aims to develop facility in singing at sight and the ability to sing with good intonation. It includes diatonic skips and scale-wise progressions; minor mode; chromatic tones; two-, three-, and four-quarter measure; two tones to the beat and the dotted beat note. Emphasis is placed on phrase-wise thinking and on the elements of form. **Two Semester Hours.**

Solfeggio II aims to increase the sensitivity of the student to correct intonation and to develop his ability to sing a second part. It includes two- and three-part singing; six-eighth, nine-eighth, two-half, and three half measure; three and four tones to the beat with their various combinations; the melodic minor scale. **Two Semester Hours.**

Solfeggio III aims to develop greater facility in the tonal and rhythmic problems already presented and additional mastery of the problems of part-singing. Advanced problems, including more difficult modulations, chromatic alterations, modal tonality and more complicated rhythms are stressed. **Two Semester Hours.**

Eurythmics I. This course is designed to develop the sense of rhythm through muscular coordination and to develop a sensitivity to rhythmic structure. **One Semester Hour.**

Eurythmics II. This course is a continuation of Eurythmics I applied to more difficult problems of rhythm and coordination. **One Semester Hour.**

History and Appreciation of Music I is a study of the evolution of forms and styles of musical composition, notation, instruments, and performance from primitive times through the eighteenth century. It attempts to show the relationship of styles and practices in music to social conditions and to the other arts, and the relationship of the composer to the period in which he works. **Three Semester Hours.**

History and Appreciation of Music II continues the study of the various phases of music from the latter half of the eighteenth century to the present. It attempts to develop further a sensitivity to style as illustrated in the music of various periods. **Three Semester Hours.**

Elements of Conducting guides the student in the development of his own chironomy based on the fundamental meter designs. Choral compositions appropriate to various levels of achievement are conducted by the students. Accompanying at sight and with preparation is a feature of the course. **Two Semester Hours.**

Advanced Choral Conducting aids the student to improve his choral conducting technique as applied to the more subtle problems of interpretation. A criterion is established through a survey of choral literature before 1650. A study is made of the problems of arranging music for the various combinations of voices. Students are given opportunities to conduct the Music Department Chorus in rehearsals and in public performances. **Three Semester Hours.**

Advanced Instrumental Conducting helps the student to refine his instrumental conducting technique. Considerable attention is given to the study of orchestral arranging. Students conduct the college organizations in pieces of standard instrumental literature as well as their own arrangements. **Three Semester Hours.**

STUDENT ACTIVITIES PROGRAM

PURPOSE AND PLAN

The student activities program of Mansfield State Teachers College is intended to afford opportunities for young men and women to express their personal interests, talents, and abilities and to secure socially-constructive training and experience. It is planned and pursued in accordance with principles of everyday work and play.

STUDENT GOVERNMENT

The Student Government Association is composed of all students of the College. The Student Council, administrative agency of the Association, composed of representatives of all classes and groups, directs the student activities program.

SOCIAL ACTIVITIES

Social activities, including dances, card and game parties, receptions, teas, etc, formal and informal, furnish wholesome recreation and entertainment and provide valuable opportunities for the student to adjust himself to cooperative living and to acquire social poise and grace.

ATHLETIC ACTIVITIES

Intercollegiate Athletics are maintained on the basis of non-professionalism and good sportsmanship and conducted in accordance with the strict rules and regulations of the Conference of Pennsylvania State Teachers Colleges. Schedules are so arranged that approximately half of the games are played at home, affording the College group adequate opportunity to see the varsities in action. Every man is free to try out for a team and is entitled to receive instruction in the fundamentals of the game.

Intramural Athletics for both men and women afford every student the opportunity to engage in a selected sport. Among the most popular are basketball, baseball, swimming, bowling, tennis, badminton, and hockey.

ORGANIZATIONS

Honorary Organizations

Kappa Delta Pi is a national Education honor society which attempts to set up worthy scholastic and professional ideals and to recognize outstanding service in the field of teaching. Juniors and seniors having six semester hours of Education and ranking in the upper quartile of their class are eligible for membership.

Lambda Mu is a local Music sorority, the membership of which, made up of women from the second-semester sophomore, junior, and senior classes, is based on musical attainment, general scholarship, and integrity of character. The organization stresses individual and group musical performance through programs at its monthly meetings and an annual public musicale.

Phi Mu Alpha Sinfonia is a national Music fraternity for men of superior musical ability and scholastic, professional, and social standing. The organization is dedicated to the interests of "the manly musician and the musicianly man" and endeavors to draw such persons into its fellowship.

Phi Sigma Pi is a national Education fraternity for men in teacher-preparation institutions. Its ideals are character, knowledge, and fellowship. Its personnel is limited to men of superior scholastic, professional, and social standing, who have spent at least one year at the College.

Pi Kappa Epsilon is a local Homemaking sorority organized in the spring of 1940. It serves as a stimulus for professional, cultural, and inspirational participation in activities on the campus. The society has been organized in line with the requirements of the national Homemaking sororities, with the anticipation of applying for recognition in the near future. A special research project is carried on by the society each year.

Sigma Zeta is a national Science honor society, restricted to upperclassmen. It seeks to recognize ability and accomplishment in the various branches of science. Meetings, field trips, and special projects make active membership in the organization pleasurable and worthwhile.

Musical Organizations

The Symphonic Band acquaints the student with band literature, practical experience in rehearsal procedure, and standards of attainment in the field of instrumental music. It familiarizes the student also with concert and broadcasting procedure and serves as a training laboratory for conducting out-of-town engagements and tours.

The Symphony Orchestra furnishes an opportunity for the student to increase his appreciation and understanding of the literature of the orchestra and to heighten his knowledge of orchestral technique, routine, and program-building. For the College community as a whole it offers a distinct cultural enrichment.

The College Chorus has for its purpose the interpretative study of a variety of fine choral music and a practical demonstration of methods and procedures for the attainment of superior choral singing. General College membership is encouraged, and public appearances are regularly scheduled.

The College Choir exists for the purpose of studying choral music which supplements the material used in other College organizations. Membership is open to anyone in the College who can meet the requirements and is determined by individual auditions.

The Madrigal Singers are a group of eight students who study madrigals, and carols, folk songs, and modern works in madrigal style. The group performs at College assemblies and social functions and accepts a limited number of engagements with schools and clubs in the community and in the vicinity.

The Academic Chorus is an organization open to all Elementary, Secondary, and Homemaking students who can meet the minimum vocal requirements.

The Esquires, a skilled ten-piece dance band, play an important part in the social and theatrical activities on the campus.

Religious Organizations

The Y. M. C. A., which all men are invited to join, seeks to develop the individual spiritually, morally, and socially. Inspiring programs of music and pertinent discussions are conducted weekly.

The Y. W. C. A., which welcomes all women students to membership, operates for their spiritual, moral and social welfare. The weekly meetings are planned to encourage timely thinking.

Special-interest Organizations

The Art Club is an honor society for persons who attain the grade of A in one semester of Art. An affiliate of the Eastern Arts Association, it promotes an appreciation of the fine arts through the examination and creation of artistic things and sends delegates to the annual conference. Of particular interest and value are work meetings, which influence the development of individual talent.

The Association for Childhood Education is a branch of the state and national organizations devoted to this subject. It unites in active cooperation the students and the faculty of the Elementary Education Department.

The Secondary Education Club is the more recently organized of the pre-professional groups. By means of carefully planned social and professional activities, the Club aims to keep in touch with current developments in secondary education, and participate in the other benefits that accrue from membership in a professional association.

The College Players present two three-act plays each year. Semi-annually the organization selects new members through tryouts.

The French Club affords opportunities for students to hear and to use the French language and to develop a knowledge of Gallic literature, art, music, and customs. Two years of high school French or their equivalent are required for membership.

The M Club is made up of men who have earned a varsity letter in one or more of the intercollegiate sports. Its purposes are to encourage wholesome living and good sportsmanship and to stimulate interest in athletics.

The Music Educators Club is composed of all students in the Music Education Department. The organization meets monthly and serves as a forum where topics of common interest are presented and discussed.

Omicron Gamma Pi is a local sorority for all women enrolled in the Homemaking Education Department. A member of the American Home Economics Association, the organization keeps in close touch with national activities in its field.

The Women's Athletic Association seeks to promote good health, a greater interest in physical activity, and an appreciation of the values which lie in games and sports.

PUBLICATIONS

The Cadence is a magazine published annually by the students in the Music Education Department, which has been widely recognized and acclaimed. Featured in the Cadence are articles of lasting interest by authors in the field of public school music. The magazine is used as part of the Music Education placement service.

The Carontawan, the yearbook of the College, takes its name from the Indian expression for "the little town on the hill." It is published by a board representative of all classes and departments and is dedicated to student life. Twenty-five editions of the Carontawan have been published to date, and several have been rated superior by the National Scholastic Press Association. Each member of the Mansfield Cooperative Government Association receives the Carontawan.

The Flashlight, the College newspaper, is published regularly by a board selected from all classes and departments. The Flashlight touches student life at more points perhaps than does any other campus publication. Each member of the Mansfield Cooperative Government Association receives the Flashlight.

The Password, the student handbook, is a compilation of information about the College and its life, published annually by the Student Council and dedicated primarily to the freshmen.

ASSEMBLIES

Assemblies for the entire student body, the faculty, and others are held every Tuesday at 2:00 p. m. Their primary purpose is to supplement the work of the classroom by affording opportunities for developing sound appreciation of the various fields of learning and the arts and for participation. Regular attendance makes for better scholarship and more successful living.

ARTISTS COURSES

Two excellent artists courses are conducted by the College—the Assembly course, designed to vary the student-participation activities of the assembly period, and the Auditorium course, intended to provide aesthetic and cultural experiences on a high level. At all times the College attempts to secure the finest lectures, musicians, dancers, and actors obtainable. Admission to these programs is covered by the Student Activities Fee.

SOUND-MOTION PICTURES

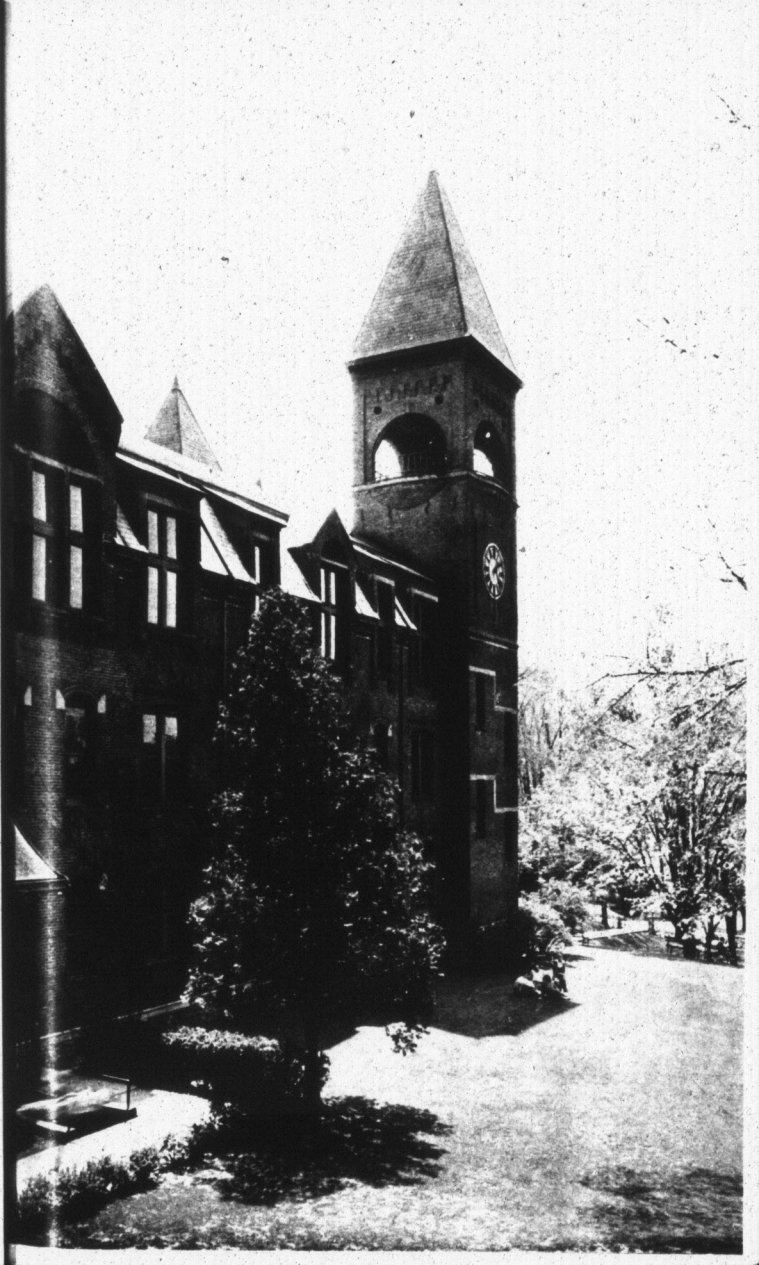
Not only are the finest sound-motion pictures in the fields of entertainment and education presented on the College screen as part of the Auditorium program, but also newsreels and travelogues are scheduled regularly as an adjunct to the Assembly program. They are a rewarding immensely valuable in enrichment of the social and academic life. Admission to these programs is covered by the Student Activities Fee.

COLLEGE COMMUNITY VESPER SERVICES

Vesper services arranged by the College in cooperation with the local churches are conducted on the second Sunday of every month. The programs are made up of addresses by well-known clergymen and laymen, representative of all faiths; non-sectarian devotional exercises; and special music.

RADIO BROADCASTING

Radio broadcasting receives particular attention at Mansfield. Originating in Straughn Hall and in the Mark Twain Hotel in Elmira, N. Y., and reaching listeners through the facilities of MBS station WENY (1230 kilocycles), the College programs feature the symphonic band, the symphony orchestra, and other student organizations of merit.



MAY COURT

INSTRUCTION

SPECIAL SERVICES AND FACILITIES

GUIDANCE PROGRAM

A strong program of guidance is conducted at Mansfield, whereby each student is aided and abetted in all phases of his development—personal, academic, and vocational—from the time when he applies for admission to the time when he is graduated and launched successfully in his profession.

By the provisions of this program, a student is admitted to Mansfield only after the administration is satisfied that he possesses qualifications for success in college and in educational work. This opinion is formed through careful examination of his personal, scholastic, and health records and a series of interviews with the candidate. Also utilized are tests in general intelligence, command in English, and culture. Additional follow-up tests in English, culture, and contemporary affairs are given at the end of the sophomore year.

On admission the student is afforded an orientation course, in which he is instructed by the President of the College, the deans, the librarian, and others and is taught the traditions of the College, the principles of adaptation to college life, the procedures peculiar to each curriculum, methods of study, use of the library, and social conventions and customs.

Then the student is given four types of counseling: personal, for emotional, social, and spiritual development; academic, for intellectual growth; health, for physical welfare and betterment; vocational, for placement and adaptation to service. These are implemented through three clinics: a personal clinic, for improving personality; an educational clinic, for resolving educational disabilities and social conflicts; a health clinic, for frequent physical examinations and remedial measures. Finally the student is provided with a personal adviser from the faculty, who serves as a confidant and champion throughout his college career.

HEALTH SERVICE

Complete facilities for promoting the health of students and preventing disease as well as dealing with injury and illness are provided at Mansfield through a modern, well-equipped infirmary, staffed with a physician and a nurse. Regularly the services of the physician and the nurse are rendered without charge.

PSYCHO-EDUCATIONAL CLINIC

Full facilities for meeting the needs of students who are experiencing difficulties in adjusting in educational and social situations are supplied at the College through a psycho-educational clinic, the first in northern Pennsylvania, which is equipped to study the whole individual as he reacts to his environment, to diagnose his problems, and to approach their solution through the application of modern principles of educational hygiene. The services of the center are extended to the educational institutions and the child welfare agencies of the Colleg service area.

PLACEMENT SERVICE

An exceptionally high record of success in facilitating the placement of graduates and their orientation to service is held by the teacher-placement bureau at Mansfield, which at all times is ready to assist graduates in finding positions and to help school officials in securing the teacher best-qualified to serve their needs.

CAMPUS BOOK AND SUPPLY STORE

A book and supply store is operated on the campus by the Mansfield Cooperative Government Association. The store sells all educational texts and supplies needed by students, and any profit accrues to the Association for the furtherance of the extra-class program.

COLLEGE BUS

A motor bus capable of carrying twenty-five passengers is owned by the Mansfield Cooperative Government Association. It is used for the transportation of student organizations and groups on trips and tours of various sorts.

FEES, DEPOSITS, AND REPAYMENTS IN THE STATE TEACHERS COLLEGE

A. FEES

I. Student Activities Fee

A student activities fee will be collected from all regularly enrolled students and will be administered through a cooperative organization under regulations approved by the board of trustees. This fee covers the cost of student activities—athletics, entertainments, publications, etc. Students taking fewer than eight semester hours or students taking extension courses may secure the benefits of the activities program by paying this fee. The student activities fee as determined and collected by the Mansfield Cooperative Association is $12.00 per semester.

II. Contingent Fee

A contingent fee will be collected from regularly-enrolled students as follows:

	Semester	Year
Elementary Curriculum	$45.00	$ 90.00
Secondary Curriculum	45.00	90.00
Homemaking Curriculum	72.00	144.00
Music Curriculum	90.00	180.00

This fee covers the costs of registration; the keeping of student records; and library, laboratory, and student health services. In addition to the aforementioned amounts, the average student will require for books, gymnasium attire, and miscellaneous expenses at least $40.00 per year.

III. Housing Fee.

1. The housing fee for students is as follows:

	Semester	Year
Room, Board and Laundry	$144.00	$288.00

(a) No reduction in the fee will be made when students go home or when laundry is done elsewhere.

(b) Students may occupy a double room alone by paying an additional $36.00 per semester.

(c) Where off-campus rooming students board in the college dining room, housing fee will be divided $2.50 for room and $5.50 for board per week.

2. The housing fee for persons other than students is $9 per week.
3. The charge for meals to transients:
   Breakfast, $.35; Luncheon, $.45; Dinner, $.60.

IV. Infirmary Fee.

1. The services of the college physician and the college nurse are available to those who are ill or injured. Medicine for minor illnesses and dressings for injuries are furnished free of charge, but students must pay for special prescriptions or preventive vaccines.
2. After three days in the Infirmary, students from the dormitory will be charged a hospitalization fee of $1.00 per day in addition to the regular housing fee.
3. Day students to the Infirmary will be charged a fee of $2.00 per day. This charge includes only regular medical and nursing services.

V. Isolation Fee.

1. For use of the isolation quarters for the contagiously sick, the college will charge $10.00 per week in addition to the regular housing fees. This fee does not include special medical and nursing services.
2. Day students admitted to the isolation quarters will be charged at the rate of $2.00 per day, plus $10.00 per week. This fee does not include special medical or nursing services.

VI. Out-of-State Tuition Fee.

Students from out of the state will be charged tuition at the rate of $6.00 per semester hour. In addition, students following the Homemaking Education Curriculum will be charged a special fee of $27.00 per semester, or $54.00 per year; while students following the Music Education Curriculum will be charged a special fee of $45.00 per semester, or $90.00 per year.

VII. Private Music Instruction Fees.

The charge for private lessons in music to students not following the music curriculum will be:

(a) Voice, piano, band, or orchestral instruments—$24.00 per semester for one lesson per week.
Pipe organ—$42.00 per semester for one lesson per week

(b) Rental of room for practice, one period per day—$6.00 per semester. Rental of pipe organ for practice, one period per day—$36.00 per semester. Rental of band or orchestra instruments—$6.00 per semester.

VIII. **Special Music Instruction Fee.**

Members of the music department who desire private music instruction other than assigned by the director (and included in their $45 contingent fee) will pay the same rate for such instruction as students not following the Music Curriculum.

IX. **Degree Fee.**

A fee of $5.00, to cover the cost of diploma, shall be paid by each candidate for a degree.

X. **Transcript Fee.**

A fee of $1.00 shall be paid for the second and each subsequent transcript of record. No fee is charged for transcripts of persons in military service.

XI. **Delinquent Accounts.**

No student shall be enrolled, graduated, or given a transcript of his record until all fees have been paid.

XII. **Late Registration Fee.**

Each student registering after the date officially set for registration shall pay an additional fee of $1.00 per day until the student is in regular attendance in accordance with the regulation of the Board of Presidents, provided that the total amount of the late registration fee shall not exceed $5.00, except when permission for late registration has been secured in advance from the President because of illness or other unavoidable cause.

B. DEPOSITS

I. An advance deposit of $10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter the college for the term or semester designated. If, however, the student notifies the college at least three weeks before the beginning of the semester or term that he is unable to enter, or if the student is rejected by the college, the deposit is repaid on application from the student through the college authorities.

II. A check or money order for this deposit must be drawn in favor of the Commonwealth of Pennsylvania.

C. REPAYMENTS

I. Repayments will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the board of trustees. These will include the amounts of the contingent and housing fees paid by the student for the part of the semester which the student does not spend in the college.

II. Repayment will not be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the college.

SCHEDULE OF PAYMENTS

The Contingent and Housing fees are due for the first half of the first semester on entering; for the second half of the first semester at the beginning of the tenth week; for the first half of the second semester at at the beginning of the twenty-eighth week. The Activities Fees must be paid at the beginning of the twenty-eighth week. The Activitis Fee must be paid for the full semester at the beginning of each semester. All fees may be paid for the full semester at the beginning of each semester, if more convenient to students or sponsors.

METHODS OF PAYMENT

At the beginning of each semester, a check in the amount of $12.00 should be drawn in favor of the **Mansfield Cooperative Government Association.** This will pay the Activities Fee. All other checks should be drawn in favor of the **Commonwealth of Pennsylvania.** Please do not submit checks in excess of the amounts called for, as the College is legally unable to cash them or to refund balances. Cash will be accepted.

SPECIAL CHARGES

Damages. Dormitory rooms are fully equipped for students on entrance. Any damage to rooms or furnishings beyond that which comes from ordinary use will be charged to students. At the beginning of the term, all necessary electric lamps are furnished without charge. If the damage results from using appliances other than those provided by the college, a proportionate amount will be charged to all students accountable.

Charges During Illness. Charges during illness do not include the expense of employing trained nurses or the cost of medicine, for all of which students or parents are responsible. In cases of serious illness, students may be removed to a hospital, where special expenses must be met.

FINANCIAL OBLIGATIONS

The acceptance of a student is for a semester; and parents or any others who are providing for the expense of a student at the college should understand that their financial obligations are for the entire semester.

SUMMARY OF FEES

STUDENTS LIVING AT THE COLLEGE

First Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Sept. 9, 1946				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board, & Laundry	72.00	72.00	72.00	72.00
Total Due Commonwealth of Pa.	$ 94.50	$ 94.50	$108.00	$117.00
Activities Fee—Total Due Mansfield Coop. Govt. Assn.	$ 12.00	$ 12.00	$ 12.00	$ 12.00
Amount Due Nov. 11, 1946				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board, & Laundry	72.00	72.00	72.00	72.00
Total Due Commonwealth of Pa.	$ 94.50	$ 94.50	$108.00	$117.00
Total—First Semester	$201.00	$201.00	$228.00	$246.00

Second Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Jan. 20, 1947				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board, & Laundry	72.00	72.00	72.00	72.00
Total Due Commonwealth of Pa.	$ 94.50	$ 94.50	$108.00	$117.00
Activities Fee—Total Due Mansfield Coop. Govt. Assn.	$ 12.00	$ 12.00	$ 12.00	$ 12.00
Amount Due March 24, 1947				
Contingent Fee	$ 22.50	$ 22.50	$ 36.00	$ 45.00
Room, Board, & Laundry	72.00	72.00	72.00	72.00
Total Due Commonwealth of Pa.	$ 94.50	$ 94.50	$108.00	$117.00
Total—Second Semester	$201.00	$201.00	$228.00	$246.00

SUMMARY OF FEES

STUDENTS NOT LIVING AT THE COLLEGE

First Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Sept. 9, 1946				
Contingent Fee—Total Due Commonwealth of Pennsylvania	$22.50	$22.50	$36.00	$ 45.00
Activities Fee—Total Due Mansfield Coop. Govt. Assn.	$12.00	$12.00	$12.00	$ 12.00
Amount Due Nov 11, 1946				
Contingent Fee—Total Due Commonwealth of Pennsylvania	$22.50	$22.50	$36.00	$ 45.00
Total—First Semester	$57.00	$57.00	$84.00	$102.00

Second Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Jan. 20, 1947				
Contingent Fee—Total Due Commonwealth of Pennsylvania	$22.50	$22.50	$36.00	$ 45.00
Activities Fee—Total Due Mansfield Coop. Govt. Assn.	$12.00	$12.00	$12.00	$ 12.00
Amount Due March 24, 1947				
Contingent Fee—Total Due Commonwealth of Pennsylvania	$22.50	$22.50	$36.00	$ 45.00
Total—Second Semester	$57.00	$57.00	$84.00	$102.00

PROVISIONS FOR STUDENT AID

SCHOLARSHIPS

State Scholarships—Holders of state scholarships may use them at Mansfield State Teachers College when enrolled in any four-year degree curriculum.

Student Loan Fund Scholarships—Eight scholarships of $50.00 per year for two years will be available for students from the College service area entering the College in September, 1946. Eligibility for these scholarships will be determined by the College authorities in charge of the fund. Applications may be secured from the office of the County Superintendent of Schools through your high school principal.

Martha Colegrove Memorial Scholarship—A scholarship of $100.00 per year has been made available by Mr. and Mrs. W. H. Colegrove of Knoxville, Pennsylvania, as a memorial to their daughter, Martha, to be awarded each year to an outstanding woman student in the Music Education curriculum. This award is made by the Music Education faculty.

LOANS

Student Loan Fund—Through the generosity of alumni and friends of the College, a substantial fund has been accumulated for the purpose of aiding worthy students through the medium of loans which are to be paid back to the fund as soon as possible after the borrower leaves the College, so that others who are in need may have an opportunity to share in the benefits thus accruing from such a revolving fund. Loans not exceeding $100.00 per year, with $50.00 as the maximum amount each semester, may be granted during the junior and senior years of attendance at the College, if satisfactory security is provided. This fund is administered by the Student Aid Committee with the approval of the President of the College.

Robert Cowles Memorial Loan Fund—The Music faculty administers a loan fund as a memorial to Robert Cowles. This fund, made up largely of contributions from the Cowles family of Orwell, Pennsylvania, makes available loans not exceeding $100.00 to worthy music students during the junior and senior year of attendance at the College.

Omicron Gamma Pi Student Loan Fund (formerly Domicilian Student Loan Fund)—Dormitory seniors in the Homemaking Education Department who have maintained good scholastic standing and who have high ideals and strong character may have the opportunity of borrowing from this fund amounts to be determined by the committee in charge of the fund. Application for loans should be made to Omicron Gamma Pi.

Faculty Loan Fund—For several years the College faculty has set aside $100.00 per year to be loaned in small amounts to worthy students who are temporarily in need of funds. This fund is administered by the budget committee of the faculty.

Tioga County Women's Clubs Foundation—The Tioga County Federation of Women's Clubs has established a loan fund, limited for the present to one or two loans of $100.00 to $200.00 per year. The loan is available to any woman student from Tioga County, preferably to applicants from the Homemaking Education Department. Application for loans should be made through the President of the College or through the agency designated by him.

WORK OPPORTUNITIES

At the College—A limited number of positions at the College are available for students in need of part-time employment. Such opportunities, however, are open chiefly to upperclassmen who have demonstrated their ability to do satisfactory College work. These positions are confined to the kitchen, the dining room, the library, and the administrative office.

In the Community—While Mansfield is primarily a residential center, some part-time employment in the community frequently may be secured. Such openings are provided through the hotel, the restaurants, the motion picture theater, the garages, and the stores.

In Private Homes—A reasonable amount of work in private homes approved by the College is available. Often students are placed in contact with these homes by friends, alumni, student organizations, or churches. Such arrangements must be approved by the Dean of Women or the Dean of Men prior to the beginning of each semester. However, students and their parents or guardians assume responsibility for such off-campus arrangements.

INFORMATION FOR DORMITORY STUDENTS

ACCOMMODATIONS

Dormitories for men and women are maintained by the College. The rooms are pleasant and comfortably furnished, and the resultant atmosphere is cheerful and harmonious. There are a few single rooms, but the majority are intended to accommodate two or three students.

LIVING QUARTERS

Both men's and women's rooms are provided with study tables and lamps, chairs for work and relaxation, single beds, mattresses and pillows, bureau or chiffoniers, and mirrors. Each student must provide blankets, four sheets, two pillowcases, and six towels.

DINING ROOM

Wholesome, well-balanced meals are provided in an attractive dining room, where men and women are seated together at tables of eight. Here they have a necessary training in the amenities of dining and table service with friendly and stimulating conversation in congenial surroundings.

LAUNDRY FACILITIES

The Satisfactory Laundry Company takes care of the laundry work of all students residing in the college dormitories. Each is entitled to twelve pieces of laundry per week. In addition, special rooms are provided where students may do extra washing or ironing which they may desire.

WEARING APPAREL

The women students themselves have compiled the list of clothing they feel necessary to college life. The dormitory, the classroom, and the village of Mansfield naturally govern the appropriate type of dress. Since youthful simplicity should characterize the wardrobe of the well-bred student, sports clothes and tailored frocks are first on the list which follows:

1. Two or three wool skirts
2. Six sweaters or blouses
3. Two cotton dresses
4. Two or three simple silk or wool dresses
5. One evening gown
6. One heavy coat
7. One sports jacket or coat
8. One pair of sports shoes
9. One pair of evening slippers
10. One pair of dress slippers

For men it is suggested that a standard of personal grooming and appropriateness be set up and maintained dictating the type of informal and formal clothing to be selected.

1. Slacks and sweaters or jackets
2. One dark suit or one mixed color suit
3. One light topcoat
4. One heavy topcoat
5. One pair of sports shoes
6. One pair of dress shoes

It is suggested that students purchase uniform gymnasium attire at the Campus Book and Supply Store after their arrival, conveniently and at low cost.

INFORMATION FOR OFF-CAMPUS STUDENTS

Students who do not wish to live in the dormitories and who wish to reside in homes other than their own must secure the permission of the Dean of Men or the Dean of Women. A list of approved homes will be submitted to the student. In every case, financial arrangements are made between the housemother and the student.

CERTIFICATION OF TEACHERS

The Provisional College Certificate. This credential is granted to all holders of a degree immediately following graduation and is valid for three years.

In the Elementary Field, such a certificate qualifies the holder to teach the subjects on its face in any high school.

In the Field of Homemaking or Music, such a certificate qualifies the holder to teach or supervise the special subject in both elementary and secondary schools.

Making the Provisional College Certificate Permanent. This action is accomplished by completing subsequent to graduation three years of successful teaching in the public schools of the Commonwealth and at least six semester hours of approved college work in educational theory or the subjects named on the certificate.

Certification in Additional Fields. Holders of certificates for teaching in the secondary field often desire certification for teaching in the elementary field and vice versa. Such certification may be secured by completing additional work as indicated hereinafter.

College Certificates in the Secondary Field May Be Validated for the Elementary Field by completing thirty semester hours from among a specifically outlined group of courses considered vital to the preparation of elementary school teachers, including six hours of elementary student teaching. The courses must be selected from the following list:

Art I
Music I
Teaching of Arithmetic
Teaching of English
Teaching of Reading
Children's Literature and Story-telling
Curriculum in Elementary Science
Educational Measurements
United States History before 1865
United States History since 1865

College Certificates in the Elementary Field May Be Validated for the Secondary Field by completing eighteen semester hours for approved courses in the elective field desired, six hours in secondary education, and six hours of secondary student teaching, a total of thirty hours.

The State Standard Limited Certificate. This certificate, granted prior to February 1, 1943, qualified the holder to teach in an elementary school for three calendar years. The certificate may be renewed by subsequent three-year periods on evidence of teaching success and the completion during each three years of an additional twelve hours of work leading to a degree in the elementary field.

Normal School Diplomas. The certificates of graduation issued by Normal Schools and Teachers Colleges in the past, when converted into diplomas after two years, carried with them permanent certificates for teaching elementary subjects. Thus, persons holding such diplomas and certificates and desiring to complete the requirements for a degree are given credit for one-half of the degree course, on the basis of the old Normal curriculum. The remaining requirements may be completed as rapidly as these persons wish, without affecting their certification rights. On completion of the degree course, however, a Provisional College Certificate is issued.

Correspondence Courses. The regulations of the Department of Public Instruction prohibit the giving or accepting of such courses for credit.

Extension Courses. Teachers in service may complete by extension no more than 25% of the number of courses required for a degree. Only work graded above the lowest passing grade at the institution attended can be accepted on a transfer record. Full information relative to such offerings may be obtained from the Director of Extension Education at the College.

Saturday Classes in Residence. Full information relative to offerings may be obtained from the Director of Extension Education at the College.

THE 1946 SUMMER SESSIONS

PROGRAM

To meet the needs of undergraduates and war veterans who wish to accelerate the completion of a curriculum, and teachers in service seeking additional certification or a degree, three sessions, covering twelve weeks in all, have been planned for the summer of 1946. The Pre-Summer Session, three weeks in length, will extend from June 3 to June 21; the Summer Session proper, six weeks in length, will extend from June 24 to August 3, and the Post-Summer Session, three weeks in length, will extend from August 5 to August 23.

PURPOSE AND SCOPE

The summer sessions are intended for undergraduates who wish to accelerate the completion of a curriculum, to adjust irregularities, or to remove deficiencies and in-service teachers who need additional certification of a degree. The courses are selected in sufficient variety to meet as far as possible the requirements of all students in elementary education, secondary education, homemaking education, or music education.

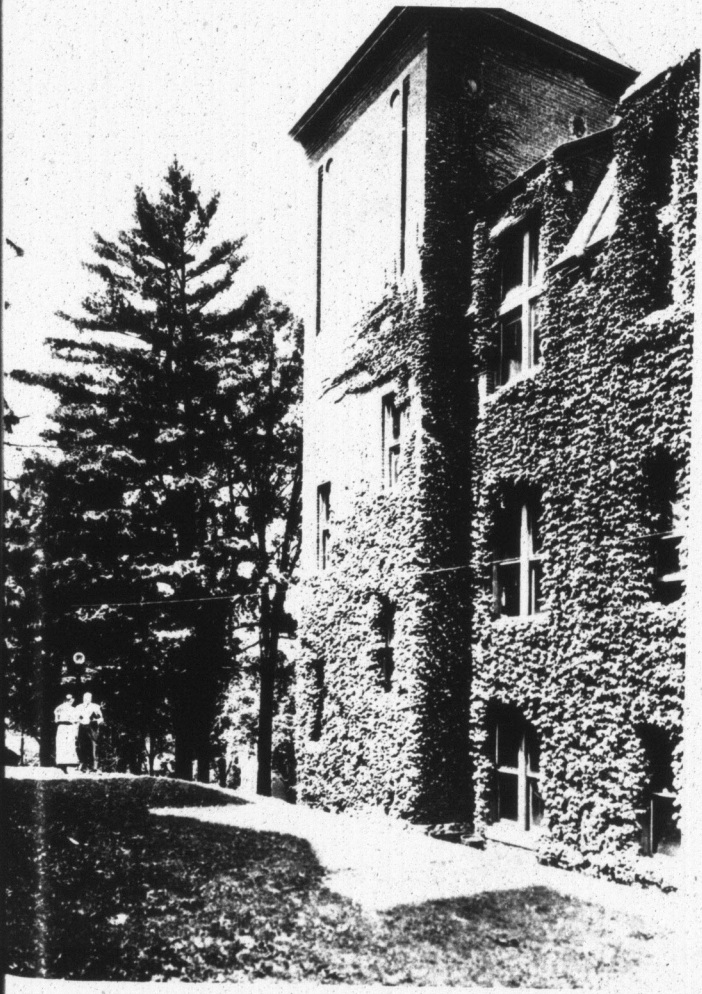
During the summer of 1946 the features will be work shop courses in several fields, demonstrations and conferences, and recreational and social activities appropriate to the season.

FEATURES

Work Shop Courses will afford opportunities for students to work on their own problems and to develop effective problem-solving techniques through individual and group discussions and direct reading.

Demonstrations and Conferences will provide opportunities for students to observe and to discuss teaching in various areas of special interest determined by the needs and the interests of the students themselves. The areas will include reading, speech, art, music, guidance, library, special education, and particular subjects. The campus schools will be open during the summer.

Recreational and Social Activities will include educational field trips; many kinds of sports, including swimming, tennis, golf, and hiking; and a large variety of social events, including picnics, dances, and parties.



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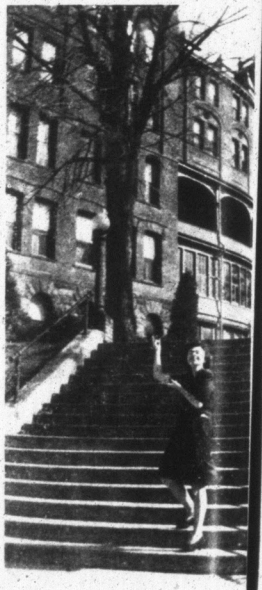


"HELLO"

FORUM

CREDIT

All courses will carry full credit toward certification and a degree. As many as twelve semester hours of credit will be available for the full summer of work.

EXPENSES AND FEES

Students following the Elementary Education or the Secondary Education curriculum will be charged a contingent fee of $6.00 per semester hour of credit; a student activities fee of $.50 per week; and, if living at the college, a housing fee, covering room, board, and laundry, of $8.00 per week.

Students following the Home Economics Education curriculum will be charged in addition to the aforementioned fees a special fee of $9.00 for six weeks, $13.50 for nine weeks, or $18.00 for twelve weeks; while students following the Music Education curriculum will be charged a special fee of $15.00 for six weeks, $22.50 for nine weeks, or $33.00 for twelve weeks.

SUMMER BULLETIN

Detailed descriptions of the courses, student activities, and costs of the summer sessions will be found in the 1946 Summer Bulletin Number of the College Quarterly, which will be sent by the College on request to persons interested.

SATURDAY CLASSES ON CAMPUS

Saturday classes are conducted on the campus each semester from 8 a. m. to 10 and from 10 a. m. to 12 m.

EXTENSION COURSES

During the academic year 1945-1946, extension courses were conducted in Athens, Canton, Coudersport, Sayre, Troy and Westfield, answering the requirements of Bradford, Potter, and Tioga counties. During the academic year 1946-1947 additional centers may be established, as a number of other localities have requested this service.

The extension program has been developed by the College in cooperation with the superintendents of schools in the aforementioned counties and the modern program of professional study and growth. It is designed to assist teachers to advance their certification and to heighten their teaching technique; and to make available the facilities of the College in all parts of its service area.

ROSTER OF STUDENTS

POST-GRADUATE STUDENTS

Name	Undergraduate College	Town	County
Allen, Nellie W., B. S.	Mansfield	Middlebury Ctr.	Tioga
Baber, Ellsworth E., B.S.	East Stroudsburg	Lawrenceville	Tioga
Bryan, Ross E., B.S.	Mansfield	Mansfield	Tioga
Jones, Jess W., B.S.	Mansfield	Laflin	Luzerne
Keagle, Roger M., B.S.	Mansfield	Powell	Bradford
King, Harriet J., B.S.	Mansfield	Tioga	Tioga
Leathers, Naomi W., B.S.	Mansfield	Knoxville	Tioga
Longwell, Myrtle H., B.S.	Mansfield	Rutland	Tioga
Ludington, Guy A., B.S.	Mansfield	Wellsboro	Tioga
Manser, Agnes M., B.S.	Mansfield	Mansfield	Tioga
Mollahan, James L., A.B.	Bucknell	Wilkes-Barre	Luzerne
Phillips, Chester W., B. S.	Ithaca	Columbia X Rds	Bradford
Serge, Henrietta E., M. A.	N. Y. University	Mansfield	Tioga
Stull, Jean D., B.S.	Mansfield	Elkland	Tioga
Sullivan, Lucile G., B.S.	Mansfield	Columbia X Rds	Bradford

UNDER-GRADUATE STUDENTS

Name	Town	County
Allen, Rae S.—H3	Catawissa	Columbia
Ayres, Donald L.—S4	Canton	Bradford
Bailey, Leonard M.—S3	Mansfield	Tioga
Baity, Richard B.—S1	Covington	Tioga
Baker, Geraldine F.—E3	Rixford	McKean
Barnes, Edith C.—E3	Canton	Bradford
Barnes, Evelyn H.—E3	Mansfield	Tioga
Barnes, Genevieve L.—S1	Mansfield	Tioga
Bartoo, Thelma I.—E4	Mansfield	Tioga
Beardsley, Gloria V.—S3	New Albany	Bradford
Beck, Sylvia L.—S4	Jermyn	Lackawanna
Bender, Minnie E.—H3	New Albany	Bradford

Name	Town	County
Bercot, Kathryn W.—M1	Wellsboro	Tioga
Berg, Dwight H.—S4	Montrose	Susquehanna
Berilla, Barbara R.—S2	Wellsboro	Tioga
Besanceney, Harold C.—S3	Mansfield	Tioga
Bitner, R. Eleanor—H1	Mill Hall	Clinton
Boardman, Lois J.—M1	Nichols, N. Y.	Bradford
Bohlayer, M. Elizabeth—H2	Troy	Bradford
Boughton, Thomas E.—S1	Troy	Bradford
Brainard, Arneta L.—S1	Hartford	Susquehanna
Briggs, Loretta R.—S4	LeRaysville	Bradford
Brion, A. Jean—H3	Liberty	Tioga
Brown, Beverly E.—S1	Nescopeck	Luzerne
Brown, Rhea H.—E1	Burlington	Bradford
Brueilly, Virginia L.—E2	Covington	Tioga
Brunner, Jean I.—E4	Ridgway	Elk
Bryan, Bernard L.—M4	Berwick	Columbia
Buckingham, M. Helen—H4	Scenery Hill	Washington
Bunn, Ruth L.—E1	Canton	Tioga
Bunting, Dorothy A.—H3	Waymart	Wayne
Burt, Betty V.—H1	Tioga	Tioga
Butman, Betty E.—M1	Tioga	Tioga
Butts, Loren D.—S2	Sayre	Bradford
Byham, Lois A.—E2	Kane	McKean
Camp, Russell R.—S4	Mansfield	Tioga
Capwell, Esther M—H2	Allentown	Lehigh
Carlson, Rena I.—E2	Turtlepoint	McKean
Carpenter, Carlton F.—S1	Osceola	Tioga
Carr, Thelma J.—H1	Corning, N. Y.	Steuben
Casey, Janet R.—E1	Susquehanna	Susquehanna
Casey, Robert—S1	Wilkes-Barre	Luzerne
Chaffee, Raymeta L.—M3	Rome	Bradford
Cherrington, Anna M.—H3	Port Allegany	McKean
Cichocki, Genevieve M.—H3	Plains	Luzerne
Clark, Marion B.—M4	Mansfield	Tioga
Cleveland, Grover D.—S1	Covington	Tioga
Close, S. Wayne—S2	Lawrenceville	Tioga
Cole, Gordon A.—S1	Lawrenceville	Tioga
Collins, Dolores A.—H2	Laceyville	Wyoming
Colwell, Georgia A.—S4	Susquehanna	Susquehanna
Conboy, Mary E.—E4	Friendsville	Susquehanna
Cook, Nelda B.—S2	Millerton	Tioga
Cornell, Wanda H.—E2	Genesee	Potter

Name	Town	County
Costello, Patrice, C.—S3	Mainesburg	Tioga
Cowles, Jean M.—M2	Orwell	Bradford
Crippen, Esther R.—E4	Gaines	Tioga
Crist, Janet L.—M3	Jersey Shore	Lycoming
Crooks, Gordon J.—M3	Antrim	Tioga
Crossley, William R.—S1	Mansfield	Tioga
Cunningham, Joseph H.—S1	Wilkes-Barre	Luzerne
Cunningham, Leatrice A.—M2	Mt. Jewett	McKean
Cunningham, Patrick J.—S2	Wilkes-Barre	Luzerne
Curtis, Marion A.—E2	Flemington, N. J.	Hunterdon
Danielski, Isabelle—E3	Rummerfield	Bradford
Dann, Richard R.—M1	Elkland	Tioga
Darr, Arlene I.—S1	Coudersport	Potter
Davey, Jeanette M.—H1	Mansfield	Tioga
Davis, Barbara J.—E1	Nelson	Tioga
Davis, Delbert B.—S2	Wilkes-Barre	Luzerne
Degville, Edward H.—S4	Wellsboro	Tioga
Dewey, R. DeWain—M4	Towanda	Bradford
Dewey, Philip H.—S1	Gaines	Tioga
Dickerson, Orville O.—S1	Galeton	Potter
Diez, Teresa I.—M1	Plymouth	Luzerne
Dimon, Barbara A.—M1	Rome	Bradford
Dorney, Richard—M4	Mansfield	Tioga
Dorrance, Mary L.—H3	Elkland	Tioga
Downs, Ernest C.—S4	Alderson	Wyoming
Dragwa, Jean A.—M1	Simpson	Lackawanna
Drake, Emelyn A.—M1	Shinglehouse	Potter
Drumm, Anna M.—H4	Middleburg	Snyder
Dunbar, Eudora D.—E4	Columbia Cross Roads	Bradford
Dunlap, Delphine E.—H2	Meshoppen	Wyoming
Dussinger, Doris E.—M2	Brownstown	Lancaster
Dutcher, Shirley J.—M1	Tioga	Tioga
Dwyer, John A.—S3	Morris Run	Tioga
Dygert, Alden R.—S2	Elmira, N. Y.	Chemung
Eick, Marjory A.—H4	Hillsgrove	Sullivan
Estes, Howard T.—E4	Susquehanna	Susquehanna
Faduska, Nicholas—S1	Bear Creek	Luzerne
Faduska, Charles—S1	Bear Creek	Luzerne
Fay, Adrian A.—S1	Covington	Tioga
Ferman, Janice M.—E3	Smethport	McKean
Fessler, Ardis L.—E1	Covington	Tioga

Name	Town	County
Fiddler, Vesta L.—H3	Brockway	Jefferson
Fitzgerald, Mary L.—S3	Little Meadows	Susquehanna
Flindt, William F.—S4	Montrose	Susquehanna
Forbes, Luella C.—M2	Wysox	Bradford
Ford, Janice L.—S2	Rome	Bradford
Ford, Jean R.—H1	Wellsboro	Tioga
Foster, Thomas W.—M4	Wilkes-Barre	Luzerne
French, Myra S.—E3	Colonial Park	Dauphin
Galavitz, Marie L.—S1	Simpson	Lackawanna
Gallup, Bernice E.—S1	Glenolden	Delaware
Gazdick, L. Flo—M1	Gaines	Tioga
Geiss, June E.—H1	Scranton	Lackawanna
Gilbert, Elsie M.—H1	Bradley Beach, N. J.	Monmouth
Glasser, Robert J.—S2	South Gibson	Susquehanna
Goodall, Bettejo—M3	Liberty	Tioga
Grow, Lawrence C.—S2	Covington	Tioga
Hadley, Doris M.—E1	Mansfield	Tioga
Hammond, Dora M.—H3	Wellsboro	Tioga
Hannold, Julana R.—S1	Tiona	Warren
Harrington, Myra B.—E2	Shinglehouse	Potter
Harris, Charles K.—M2	Sayre	Bradford
Hart, Mildred B.—H3	Forksville	Sullivan
Hazlett, Elizabeth J.—S2	Sabinsville	Tioga
Heasley, Audrey L.—M3	Rew	McKean
Hennip, Jacob—S4	Rome	Bradford
Herzog, Anne K.—E2	Smethport	McKean
Hissam, Helen R.—H1	Milford	Pike
Hollenback, M. Shirley—E2	Kingsley	Susquehanna
Hooley, Daniel S.—M4	Renovo	Clinton
Horstmann, Suzanne E.—M1	Montgomery	Lycoming
Hotchkiss, Elma M.—M2	N. Girard	Erie
Houser, William H.—S1	Millerton	Tioga
Hughes, Betty E.—H3	Tioga	Tioga
Husted, Benjamin F.—M3	Wellsboro	Tioga
Hyde, John H.—S3	Troy	Bradford
Irizarry, Carmen H.—S1	Mayaguez	Puerto Rico
Izer, Ruth E.—H3	Weissport	Carbon
James, Patricia A.—M4	Erie	Erie
Jelliff, Carol J.—E2	Wellsburg, N. Y.	Bradford
Johnson, William M.—S1	Elmira, N. Y.	Chemung
Jones, Eleanor E.—E3	Little Meadows	Susquehanna

Name	Town	County
Kane, Eunice M.—E4	Wellsboro	Tioga
Kast, Virginia R.—H4	Lehighton	Carbon
Kenney, James D.—S1	Wilkes-Barre	Luzerne
Kerlin, Emilie E.—H4	Falls	Wyoming
Kerrigan, John J.—S1	Wilkes-Barre	Luzerne
Kingsley, Elizabeth E.—S3	Columbia Cross Roads	Bradford
Kinney, Elwood E.—M1	Sheffield	Warren
Kitchen, Robert R.—S1	Dushore	Sullivan
Kneiss, Eleanor—M2	Taylor	Lackawanna
Kneller, Lorena M.—S2	Dushore	Sullivan
Knowlton, Doris M.—E1	Covington	Tioga
Kunkle, Lois A.—M1	Wyalusing	Bradford
Lamb, Betty R.—S1	Susquehanna	Susquehanna
Leach, Elizabeth A.—E2	Mansfield	Tioga
Leet, Genevieve K.—E4	Thompson	Susquehanna
Lehner, Lucille M.—S1	Susquehanna	Susquehanna
Leonard, Eileen V.—H4	Pleasant Mount	Wayne
Lester, Wellington F.—S1	Equinunk	Wayne
Levengood, Pauline S.—H2	Oley	Berks
Lewis, Wilma E.—M2	Harrison Valley	Potter
Lord, Elizabeth T.—H4	Nicholson	Wyoming
Losey, Roland D.—S1	Lawrenceville	Tioga
Loveland, Kitty L.—E3	Mansfield	Tioga
Ludwig, Leona L.—H1	Hegins	Schuylkill
McCawley, Anne M.—M3	Susquehanna	Susquehanna
McCawley, Mary R.—S1	Susquehanna	Susquehanna
McClintock, L. Carol—H4	Waterford	Erie
McConnell, Shirley A.—H1	Mansfield	Tioga
McGinley, Leo A.—S3	Upper Darby	Delaware
McKenzie, Audrey A.—M3	Rixford	McKean
McNett, Mary J.—M1	Roaring Branch	Lycoming
Macorkel, F. Winifred—E1	Wilkes-Barre	Luzerne
Madigan, Janice E.—H4	Mansfield	Tioga
Magalski, Robert S.—S4	Larksville	Luzerne
Mancia, Dominick J.—S2	Wilkes-Barre	Luzerne
Marcucci, Francis V.—E2	Wyalusing	Bradford
Markle, Joseph A.—S3	Kingston	Luzerne
Marra, Frank W.—S3	Dunmore	Lackawanna
Martin, Roberts R.—S1	Elmira, N. Y.	Chemung
Mase, Ruth L.—H2	Liberty	Tioga
Mautropietro, Jeannette—E4	Susquehanna	Susquehanna
Maxwell, Gene E.—H1	Williamsport	Lycoming

Name	Town	County
Meade, Lawrence L.—S1	Mansfield	Tioga
Meek, Jeanne S.—H1	Allenwood	Union
Merrick, Kenneth L.—S3	Mansfield	Tioga
Mertz, Eleanor E.—S3	Mansfield	Tioga
Meyer, Audrey L.—M2	Brossburg	Tioga
Miller, W. Jean—E2	Tioga	Tioga
Minerd, Robert E.—M4	Smethport	McKean
Missimer, Eleanor J.—H4	Pottstown	Montgomery
Mollahan, Joseph M.—S3	Wilkes-Barre	Luzerne
Mollahan, Peter A.—S1	Wilkes-Barre	Luzerne
Monro, Janice M.—H2	Troy	Bradford
Moran, Edward M.—S1	Wilkes-Barre	Luzerne
Mordovancy, Andrew—S1	Olyphant	Lackawanna
Moyle, Willard L.—M4	Dalton	Lackawana
Mulford, Paul H.—S3	Wellsboro	Tioga
Mutchler, Evelyn A.—E3	Mansfield	Tioga
Muth, Lita K.—M2	Avon	Lebanon
Myfelt, George B.—S1	Mansfield	Tioga
Nagorny, Olga E.—H2	Susquehanna	Susquehanna
Nares, Connie C.—E3	Mansfield	Tioga
Nash, Eleanor Y.—S3	Mainesburg	Tioga
Nieto, Rosa—S1	Mayaguez	Puerto Rico
Norman, Niles E.—S2	Arnot	Tioga
Novak, Theodore J.—S1	Hudson	Luzerne
Oakey, Vivian L.—M3	Wyalusing	Bradford
Oldroyd, Rexford H.—S1	Rutland	Tioga
Owen, William F.—S1	Elmira, N. Y.	Chemung
Owens, Jane P.—H4	West Milton	Union
Palmer, Shirley A.—M2	Troy	Bradford
Payne, Ava H.—S1	Westfield	Tioga
Payne, Carl M.—S3	Loysville	Perry
Payne, Carolyn A.—E1	Eldred	McKean
Perkins, William H.—S3	Hallstead	Susquehanna
Peters, Mary J.—M4	Savona, N. Y.	Steuben
Piccolo, Nicholas—S4	Harrisburg	Dauphin
Pierce, Jeanne C.—S1	Troy	Bradford
Pierce, Shirley D.—S1	Wellsboro	Tioga
Raczkowski, John S.—S4	Plains	Luzerne
Ramage, E. Alice—H2	Wyoming	Luzerne
Razey, Don H.—M1	Emporium	Cameron
Razey, Gloria R.—M3	Emporium	Cameron
Read, Janet E.—S4	Mansfield	Tioga

Name	Town	County
Rexford, Ruth I.—E2	Sabinsville	Tioga
Rhodes, Leda I.—E2	Kingsley	Susquehanna
Rice, Marlea L.—S1	Canton	Bradford
Rickard, Eulalie C.—H1	Great Bend	Susquehanna
Ritter, James R.—M2	Eagles Mere	Sullivan
Roche, Patricia A.—H3	Corning, N. Y.	Steuben
Rockwell, Jeannine F.—H1	Troy	Bradford
Rogan, Mary A.—S1	Springville	Susquehanna
Rogers, Helen M.—E1	Covington	Tioga
Ross, Marion J.—M3	Tunkhannock	Wyoming
Rothermel, Arlene M.—H4	Klingerstown	Schuylkill
Russell, Mary E.—S2	Genesee	Potter
Samson, Helen M.—S1	Roulette	Potter
Schanbacher, Pauline B.—H3	Mansfield	Tioga
Schank, Dorothy M.—S1	Scranton	Lackawanna
Scheerer, Margaret H.—H3	Wellsboro	Tioga
Schmidt, Elizabeth M.—H3	Lehighton	Carbon
Scudder, Laurence F.—S1	Riverhead, N. Y.	Suffolk
Scudder, Marie V.—E4	Riverhead, N. Y.	Suffolk
Seeley, Regina L.—M3	Dushore	Sullivan
Shannon, Jerry A.—S1	Meshoppen	Wyoming
Shaw, Ada M.—M2	Mansfield	Tioga
Shedden, Lynette J.—S2	Blossburg	Tioga
Sheehan, Ruth W.—S2	Mansfield	Tioga
Sherman, Arthur J.—S2	Grassflat	Clearfield
Shultz, Anna M.—H3	Williamsport	Lycoming
Siegel, Joan L.—S2	Laceyville	Wyoming
Simmons, Cecil E.—S3	Wellsboro	Tioga
Singley, Virginia M.—H4	Shumans	Columbia
Slocum, Marilyn E.—E1	Arart	Susquehanna
Slusser, Lois E.—H1	Nescopeck	Luzerne
Smith, Genevieve—M1	Camptown	Bradford
Smith, Helen A.—H3	Mainesburg	Tioga
Smith, Raymond M.—S1	Wellsboro	Tioga
Smyth, Suzzan—S3	Laporte	Sullivan
Snell, David G.—S1	Towanda	Bradford
Snyder, John M.—S4	Wyalusing	Bradford
Solowiej, Dorothy K.—E1	Wyalusing	Bradford
Spencer, Ernest W.—S1	Millerton	Tioga
Spencer, June E.—H3	Elkland	Tioga
Spencer, Margaret A.—E3	Canton	Bradford
Spencer, Patricia J.—E2	Towanda	Bradford

Name	Town	County
Spencer, Selden J.—S2	Towanda	Bradford
Stebbins, Mona L.—E2	Sabinsville	Tioga
Sterling, Lucille E.—M1	Wyalusing	Bradford
Stewart, John R.—S4	Wilkes-Barre	Luzerne
Stewart, Winona M.—E4	Mansfield	Tioga
Stilwell, Clarice L.—H3	Mansfield	Tioga
Stone, Mary E.—H1	Mifflinsburg	Union
Strange, Phyllis J.—H1	Sylvania	Bradford
Stroud, Richard R.—S3	Athens	Bradford
Swan, Miriam L.—M1	Williamsport	Lycoming
Swimley, Duane A.—S1	Knoxville	Tioga
Thomas, Dan P.—S4	Plains	Luzerne
Thompson, Caspar M.—S3	Mansfield	Tioga
Thompson, Margaret A.—M3	Clark's Summit	Lackawanna
Thornton, LaVerne A.—S1	Watrous	Tioga
Trowbridge, Anna M.—S2	Laceyville	Wyoming
Trumpane, Kathleen M.—H1	Franklin	Venango
Tyrpak, Basil—S1	Mayfield	Lackawanna
Ulanitsky, Lydia G.—M3	Philadelphia	Philadelphia
Varcoe, Eunice P.—S1	Waymart	Wayne
Vincent, Miriam R.—E1	Stewart Manor, N. Y.	Nassau
Volante, Paul G.—S1	Elkland	Tioga
Wagner, Robert A.—S2	Mansfield	Tioga
Warner, Dorothy I.—E2	Friendsville	Susquehanna
Warner, Mildred F.—H4	Montrose	Susquehanna
Warren, Edith M.—M1	New Milford	Susquehanna
Warters, Eleanor F.—H2	Mansfield	Tioga
Washeleski, Victoria H.—M2	Simpson	Lackawanna
Watkins, Barbara S.—E2	Williamsport	Lycoming
Weaver, Roberta M.—M1	Nelson	Tioga
Weber, Eleanor J.—M1	Erie	Erie
Weed, Charles E.—S3	Dushore	Sullivan
Welch, Catherine E.—S1	Corning, N. Y.	Steuben
West, Clara E.—E4	Wellsboro	Tioga
Wetmore, Elizabeth B.—M4	Wellsboro	Tioga
White, John L.—S1	Wellsboro	Tioga
White, Josephine M.—H2	Greenwood, N. Y.	Steuben
White, William F.—S2	Wellsboro	Tioga
Whiting, Olive S.—M4	Scranton	Lackawanna
Whitney, Arlene L.—E1	Nelson	Tioga

Name	Town	County
Whitney, Jean R.—M3	Ulysses	Potter
Wilcox, Jack M.—M3	Bradford	McKean
Williams, Evelyn M.—E1	Wellsboro	Tioga
Williams, Norrine M.—E2	LeRaysville	Bradford
Williamson, Ruth J.—H1	Dushore	Sullivan
Willson, Doris L.—H2	Taylor	Lackawanna
Wilson, Earl L.—S1	Wellsboro	Tioga
Wilson, Hazel E.—E2	Elmira, N. Y.	Chemung
Wingert, William J.—S2	Pine Grove	Schuylkill
Woodbridge, Katharine—H1	Philadelphia	Philadelphia
Woodin, May B.—M1	Kane	McKean
Yeager, Mary E.—H1	Millersburg	Dauphin
Zimmerman, Jeanne M.—H1	Mansfield	Tioga

EXTENSION STUDENTS

Name	Town	County
Alexander, Leatha	Williamsport	Lycoming
Bone, Mary L.	Flat Rock, Ind.	Shelby
Bostley, Elsie F.	So. Williamsport	Lycoming
Carl, Eleanor I.	Williamsport	Lycoming
Coder, Esther M.	So. Williamsport	Lycoming
Entz, Hazel K.	Montoursville	Lycoming
Foulds, Charles M.	Trevorton	Northumberland
Guy, Esther P.	Williamsport	Lycoming
Heyler, Ezra D.	Williamsport	Lycoming
Hinkelman, Ruth L.	Williamsport	Lycoming
Hollenbeck, Catharine B.	Williamsport	Lycoming
Lawrence, Eleanor A.	Bodines	Lycoming
Lowry, Helen M.	Williamsport	Lycoming
Markley, Rachel O.	Williamsport	Lycoming
Marshall, Ruth M.	Roaring Branch	Lycoming
Mayes, Georgine N.	So. Williamsport	Lycoming
Montgomery, Virginia S.	Williamsport	Lycoming
Priest, Margaret A.	So. Williamsport	Lycoming

Name	Town	County
Richards, Guy A.	Williamsport	Lycoming
Saxon, Phyllis L.	Ralston	Lycoming
Seidel, Margaret A.	So. Williamsport	Lycoming
Smith, Nita S.	So. Williamsport	Lycoming
Spotts, Ruth M.	Williamsport	Lycoming

NURSE CADETS

Name	Town	County
Aber, Louise F.	Elmira, N. Y.	Chemung
Adrieny, Elizabeth A.	Wyalusing	Bradford
Apgar, Lois J.	Freeville, N. Y.	Tompkins
Argetsinger, Helen J.	VanEtten, N. Y.	Chemung
Benjamin, Helen M.	Towanda	Bradford
Biaskiewicz, Romayne J.	Scranton	Lackawanna
Bunnell, Louise E.	Meshoppen	Wyoming
Burleigh, Jane M.	Thompson	Susquehanna
Burns, Regina M.	Owego, N. Y.	Tioga
Cahill, Isabelle C.	Athens	Bradford
Chicak, Dolores B.	Eynon	Lackawanna
Cleveland, Lois O.	Wellsboro	Tioga
Connolly, Mary J.	Watkins Glen, N. Y.	Schuyler
Corson, Bernece L.	New Albany	Bradford
Cummings, Lola G.	Tioga	Tioga
Curley, Cathryn A.	Edwardsville	Luzerne
DeDominick, Edith V.	Watkins Glen, N. Y.	Schuyler
Deykes, Joan M.	Dunmore	Lackawanna
Dunham, Charlotte H.	Athens	Bradford
Dunn, Mary P.	Lost Creek	Schuylkill
Edwards, Barbara J.	Camptown	Bradford
Engates, Dorothy A.	Scranton	Lackawanna
Estelle, Helen L.	Candor, N. Y.	Tioga
Evans, Jean M.	Scranton	Lackawanna
Ferris, Carol L.	Lake Ariel	Wayne
Fife, Noami E.	Childs	Lackawanna
Fitzsimmons, Helen A.	Mayfield	Lackawanna
Foster, Marie G.	Uniondale	Susquehanna
Fueglein, Ruth I.	Moscow	Lackawanna

Name	Town	County
Frisbie, Shirley M.	Lake Ariel	Wayne
Geuther, Nina M.	Waymart	Wayne
Grant, Jean M.	Clark's Summit	Lackawanna
Hanchett, Betty J.	Wellsville, N. Y.	Allegany
Harkness, Marilyn L.	Ulster	Bradford
Hayes, Dorothy E.	Jersey Shore	Lycoming
Heiser, Helen	Taylor	Lackawanna
Herman, Marion L.	Scranton	Lackawanna
Hoffa, Catherine C.	Athens	Bradford
Holmes, Teresa M.	Gilbertsville, N. Y.	Otsego
Homick, Dorothy	Peckville	Lackawanna
Kennedy, Linda J.	Lawrenceville	Tioga
Kinne, Esther L.	Athens	Bradford
Klinger, Mary E.	Elmira, N. Y.	Chemung
Kotowski, Jeanette B.	Olyphant	Lackawanna
Kropa, Doris J.	Scranton	Lackawanna
Lewis, Geraldine L.	Columbia Cross Roads	Bradford
Lippert, Jean J.	Aldenville	Wayne
McDonald, Mildred A.	Moosic	Lackawanna
McGavin, Elaine M.	Meshoppen	Wyoming
Manning, Dorothy E.	Ithaca, N. Y.	Tompkins
Maryott, Marian L.	Towanda	Bradford
Melley, Ann V.	Scranton	Lackawanna
Merlo, Marjorie A.	Scranton	Lackawanna
Mills, Shirley E.	Towanda	Bradford
Moken, Margaret M.	Forest City	Susquehanna
Murray, Beverly A.	Duryea	Luzerne
Murray, Marian A.	Hallstead	Susquehanna
Neal, Lottie E.	Little Marsh	Tioga
Olmstead, Jean	Smethport	McKean
Ortlieb, Lois R.	Dushore	Sullivan
Piccotti, Valia M.	Scranton	Lackawanna
Polowy, Anna M.	Olyphant	Lackawanna
Rutzke, Arlean J.	Elmira, N. Y.	Chemung
Samuels, Lilian	Scranton	Lackawanna
Sedlock, Therese E.	Scranton	Lackawanna
Shepard, M. Lorraine	Afton, N. Y.	Chenango
Slater, Julia L.	Sayre	Bradford

Name	Town	County
Smith, Donna I.	Towanda	Bradford
Sturdevant, Betty M.	Laceyville	Bradford
Sullivan, Eleanor J.	Dushore	Sullivan
Swackhamer, Harriett J.	Sayre	Bradford
Swingle, Audrey A.	Lake Ariel	Wayne
Vieira, Ethel A.	Scranton	Lackawanna
Walter, Kathryn A.	Sayre	Bradford
Watkins, Charmaine	Elmhurst	Lackawanna
Weaver, Jeanne M.	Dushore	Sullivan
Weller, Patricia A.	Athens	Bradford
Wertz, A. Louise	Sayre	Bradford
Wheeler, Rose M.	Olyphant	Lackawanna
White, Mildred J.	Scranton	Lackawanna
Wright, Nancy E.	Sayre	Bradford
Zankofski, Helen T.	Dickson City	Lackawanna

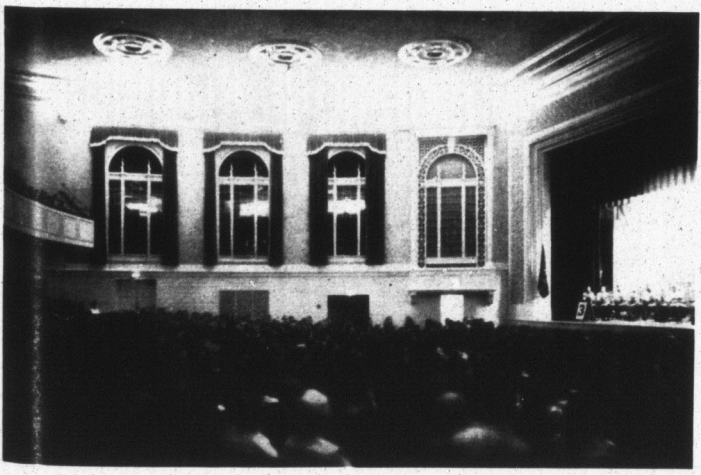
INDEX

	Page
Administrative Staff	5
Admission, Requirements for	14
Advanced Standing	15
Art (General Education)	27
Art (Homemaking Education)	50
Artists Courses	63
Assemblies	63
Athletic Activities	59
Biology	28
Board of Trustees, College	4
Book and Supply Store, Campus	66
Bureau of Teacher Education and Certification (Officers)	4
Bus, College	66
Business Staff	9
Calendar—1946-1947, College	2
Certification of Teachers	78
Chemistry	29
Clothing	51
Council of Education, State	4
Courses of Instruction	27
Curricula	17
Dormitory Students, Information for	76
Education	30
Elementary Education Curriculum	17
English	35
Extension Courses	81
Faculty	5
Fees, Deposits, and Repayments	67
Fees, Summary of	72
Fields of Specialization	21
Foods	52
French	38
General Education	27
Geography	39
Grounds and Buildings	11
Guidance Program	65
Health Education	41
Health and Nutrition Staff	9
Health Service	65

INDEX

	Page
History of College	10
Homemaking Education	50
Homemaking Education Curriculum	19
Homemaking (General Education)	41
Home Management	52
Honorary Organizations	60
Instructional Program, The	16
Latin	42
Maintenance Staff	9
Mathematics	43
Music (General Education)	44
Music Education	55
Music Education Curriculum	20
Musical Organizations	61
Off-Campus Students, Information for	77
Physics	45
Physical Education	45
Placement Service	66
Psycho-educational Clinic	66
Publications	63
Radio Broadcasting	64
Religious Organizations	61
Saturday Classes on Campus	81
Science (Homemaking Education)	54
Science, General	46
Secondary Education Curriculum	18
Secretarial Staff	9
Social Activities	59
Social Studies	47
Sound-motion Pictures	64
Spanish	49
Special-interest Organizations	62
Student Activities Program	59
Student Aid, Provision for	74
Student Government	59
Students, Roster of (including Nurse Cadets)	82
Summer Sessions, The 1946	80
Vesper Services, College, Community	64
Work Opportunity	75

NEARBY CANYON



ASSEMBLY

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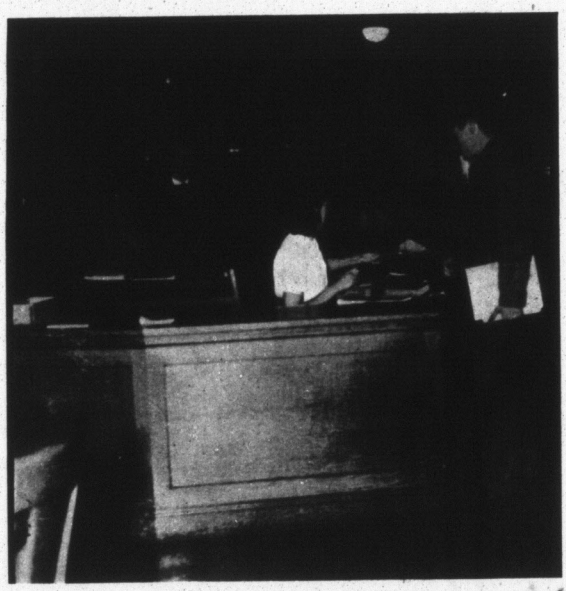

RESEARCHING

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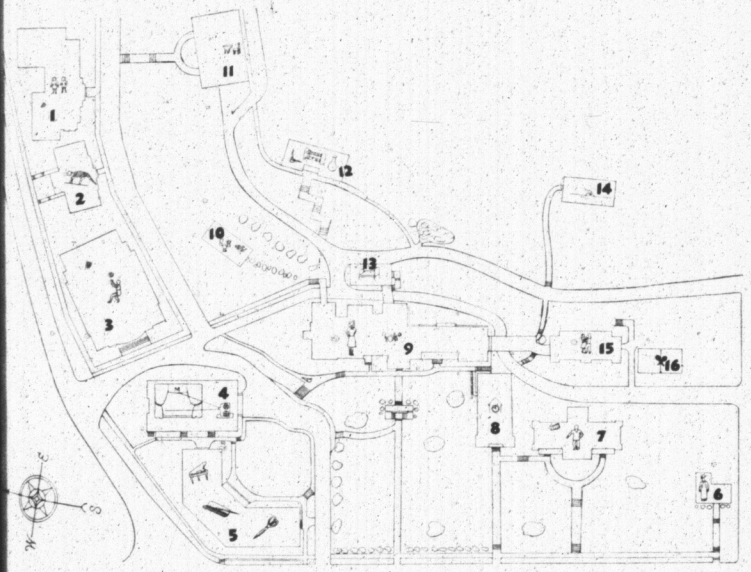

CHART OF COLLEGE CAMPUS

LEGEND

No.	Initials	Name of Building
1	EB	Elementary Building
2	EC	Education Center
3	GB	Gymnasium Building
4	SA	Straughn Auditorium
5	AB	Arts Building (Music and Homemaking)
6	PH	President's Home
7	SH	South Hall (Library and Men's Dormitory)
8	AH	Alumni Hall
9	NH	North Hall (Administrative Offices and Women's Dorm.)
10	GH	Green House
11	JH	Junior High School
12	SB	Science Building
13	IB	Infirmary Building
14	SP	Swimming Pool
15	SC	Student Center
16	TC	Tennis Courts